





## Inching forward on N & F

Nobody should be surprised that the Schools Council has been able to show that this new N and F level exam could be made to work on paper—and a great deal of paper at that. A report on the resource implications of this 18-plus exam did just that this week (page 5). It was the third act in the ponderous build-up to the wide public discussion of the Council's latest initiative to replace A levels. The first two acts, in the shape of 16 putative syllabuses, arrived last October, and the finale, a working paper said to evaluate all that has gone before and answer some of the begged questions, is due in the summer. After that the Council plans to wait a full year to allow the applause to die away before making up its collective mind.

Mindful of the walls of those who said not enough time was allowed for discussion of the 16 plus proposals, the Council is clearly taking time and care with this one. There will be those who are heartily sick of words like "consultation" and "debate", not least among the subject and exam associations that have spent many hours discussing examinations at 16, 17 and 18 plus over the past 10 years. There are those, too, who believe that the result is a foregone conclusion: the machinery of the Schools Council has started on its inexorable way.

To throw a spanner in the works

now would require great skill and determination, although the Secretary of State, whoever that might be in 1979, will have the option of turning it off at the main. As was made clear at the York conference on comprehensive reform, Christmas, just about any educational system can be made to work given favourable circumstances. The exam enthusiasts' Most Excellent form teachers will not suffer from the latter so far as the N and F proposals are concerned, so it is this job of those who do not actively oppose them to spell out loud and clear in the debate the essential conditions for the success of this radical change.

The Nuffield Foundation's scathing review of these proposals (page 5) makes a case on this and emphasizes once more the importance of independent groups like the Foundation making their own cool appraisal.

Both Schools Council and the Nuffield reports end with lists of questions. Among these are to be asked some of the crucial issues to be answered before the Council reaches its conclusions. Though leaving the most difficult and controversial questions in the air makes it harder for any opposition to muster its forces, the Council will have to do better for the United House of Commons to take over.

## Chop the DES?

Tyrrill Burgess, John Pratt and Tony Treves, the energetic trio who emanate from the Centre for Institutional Studies at the North East London Polytechnic, have offered Sir James Hamilton and his colleagues the benefit of their advice in the internal management review now being conducted at the DES (page 3). As might be expected, it is couched in provocative terms: "they should aim for a total administrative grade staff of 150 or less, reducing the size of the Department by one-third."

This seems to have sprung from a desire to shock the Department into listening to the much less startling message of the evidence taken as a whole. This is not the DES should resist the temptation to elaborate the functions of the central government department and concentrate on improving its capacity to carry out those essential regulatory duties needed to monitor and make a success of the working of a decentralized system. In particular, they point to the difficulty now experienced in operating Section 99 of the 1944 Education Act, the ultimate DES sanction against L.E.S.s and voluntary school bodies, and call for a more vigilant use of those sections of the Act which empower the Secretary of State to call for development plans. They actually conclude that one of the reasons why the Secretary of State finds it difficult to "do his duty

under Section 99" is that "the inspectors have stopped inspecting, and the administrators are 'buried' under the curriculum matters", among them the curriculum, which ought instead to be devoted to the L.E.S.s and school governors.

What it adds up to is a blunt and vigorous statement of the conventional wisdom about the distribution of powers and functions, and a renewed call for the revival of the Central Advisory Council with new functions as a review body for DES activities. It may not appear to be a very radical proposal, or Elizabeth Hooton but at least it is an encouraging antidote to the pervasive centralizing tendency which have come to the fore in recent months. The attack on the Secretary of State's campaign for specific grants is well-merited, as is the persistent suggestion that the first thing to do about the retention grant is to get rid of the present formula which they say is "understood by only a handful of people inside and without the Department". It is with something which reveals more clearly how funds flow into the education service. "It is the task of the management review to reduce these centralizing fantasies of Ministers by creating a management which can learn to seek solutions to educational problems through the development of institutions rather than through the growth of central intrusion and activity." Well said.

## More talk about INSET

Next week the Advisory Council on the Supply and Training of Teachers is sponsoring a national conference on in-service training (page 5). Valuable as the conference may be, however, it is not lack of talking or conferring which is holding up the extension of in-service training. As Mr. Conrad Rainbow, the Lancashire Chief Education Officer, demonstrated last week, it is a fairly simple matter to outline what should go into a balanced programme: secondment, local and national courses, teachers' centres, induction. Where the difficulty comes in is actually providing it with the funds to pay for it.

Perhaps this is where the discussion ought to lead to a consideration of how a service which has ceased to expend physically, and is

being operated within narrow financial limits, can be so managed that there can still be a conscious willingness to change priorities. Mrs. Williams must now realize that her suggestions of ways of doing this by means of a large budget of grants to be handed out from the centre is not a realistic one. But then, it never was in the exaggerated form which the DES put it up. Something much more modest, and more realistic, might be a possibility. Her colleagues will be bound to resist any general switch to specific grants, might still be willing to allow Mrs. Williams some money. A few million for pump-priming could cover the representation of a foundation might use the funds to promote local initiatives which would be a more realistic

## From pinstripe to corduroy

D. B. Brewster discusses the clash between management and academia and what it means for business education

Over the past 15 years, a great deal of money and effort has been expended in this country on building up recognized centres for business education, attached to both universities and polytechnics, as well as within other privately financed institutions.

How successful has this been? Are the differences between the pragmatic attitudes of the boardroom and the analytical disciplines of the classroom irreconcilable? Is there such a thing as management science in practice? Speak to any 10 people in responsible positions at various points in the chain of communication that should bind them together, and you may get as many answers.

Twenty months ago, at the age of 47 and 25 years after being awarded a First in history at Cambridge, I had to face the certainty of redundancy from my position as a senior manager in a large international company. At times frustrated and disappointed by the narrowness of viewpoint, the suspicion of "academics" which still prevailed among some of my colleagues, I turned with new hope towards those institutions that had so flatteringly paid me the odd pound (and a guest speaker) at seminars and courses in the past. What about a job? Not a veldt, but a permanent place in the ivory tower.

Hopefully, I could discard the three-piece suit for academic dress (not the gown I remembered but a corduroy jacket and polo neck sweater). Underneath, I would keep the solid body of someone who had actually made and sold investments for a number of successful companies.

From earning a five-figure salary with substantial fringe benefits, I accepted that my disposable income must drop. But it could be supplemented by a part-time basis on the profession assured me by my consultancy arrangement. The eventual equation between money, security, independence and job satisfaction would work out, if I could find a way to combine the two.

I couldn't have been more wrong. This article describes my findings and conclusions in a manner sufficiently dispassionate to itself qualify for a case study in some future business school. It is badly needed, as I believe, to show the way out of the maze of confusion and uncertainty that confronts most of us when trying to switch to a new career beyond the age of 40. An apparently essential qualification

for entering a new profession is to have been in it already. The legitimate ambitions and worth of the existing practitioners have to be weighed against those of the outsider—particularly at a time when no more jobs are being created, and frozen pay scales make the competition for promotion more intense.

In addition there are good reasons why the practising manager may not be the best choice: (a) "Experience" comes in many forms. Twenty-five years doing the same thing could well demonstrate nothing more than an ability to survive, and some managers end up doing their work considerably worse than when they started. Certainly it is likely that, at that point in a career, good decisions arise from instinct as much as from more formally arranged processes.

(b) In the highly structured environment of many large companies, these skills are not always transferable. Even if they are, many managers in industry are not necessarily good communicators, and hence the ability to generalize out of their experience.

'Managers talk about going back to lecturing regarding this as something already accomplished and essentially uncreative'

(c) Teaching methods themselves have changed considerably since they received their general education. It could be significant that they tend to talk about going back to lecturing, regarding this as something already accomplished and essentially uncreative. These attitudes tend to show up, and are naturally irritating to people who have dedicated just as much of their career to the practice, for furthering the rewards. Teachers' attitudes exist, as I believe, in an ironic parallel to the feelings which existed in the other direction, when university graduates, as opposed to ex-service men, started to enter commerce in any numbers in the early 50s. This is further seen in the middle income bracket in the late 70s, where 99 per cent of the teaching institutions (nearly all of which did not exist twenty years ago) offer curricula, and

their system of awards actually work. Some managers seem to assume that they could do this standing on their heads, and thus make a mistake they should never commit in their own careers—solving their personal problems without any ideas of the market, its distribution methods and changes.

Having said this, the world of business education must accept that by its nature, it is half-way between the truly "academic" with responsibility only to itself and that other world with responsibility to shareholders and employees. It should act accordingly. If the science is applied, it is nothing. One of the most frequent complaints about management courses that colleges of mine have made is that they are too impractical, that there is no experience of the real world as back up, and that the case study technique is a confounding trick, what the previous set have said. The dialectical method is thus, at some point, the talking back to a definition and methodology, or a reminiscence of medieval logic, or a reminder of the number of angels who can dance on a pin head.

If these dangers are to be avoided, it must be made clear that it is now far preferable to accept that they are not to be avoided, and that the case study technique is a confounding trick, what the previous set have said. The dialectical method is thus, at some point, the talking back to a definition and methodology, or a reminiscence of medieval logic, or a reminder of the number of angels who can dance on a pin head.

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## Letter to the Editor

## Material help needed in the classroom

Sir—It is nice to see publicity given to Professor Smith's analysis of the reading process (December 30) but disappointing to learn that he is "not interested in translating these ideas into materials or methodologies". Why not?

I am an infant teacher and believe that the children's first reading materials are vitally important. Once a child has learnt to read in the reception class, it is rare for that child not to become a successful reader whereas the child who leaves the reception class in total bewilderment will often spend the rest of his school days trying to catch up.

I am also surprised that Virginia Maklis does not mention Professor Smith's more recent book, *Comprehension and Learning*, also published by Holt Rinehart & Winston in 1976, in which the message to the teacher is more concrete. The message is that reading, and indeed learning of all kinds, can only take place when the pupil understands what it is all about. The key to successful learning is to ensure that the learner

materialize, but in ensuring that he can make sense of what he is doing. A child will also do well to read a favourite book until he knows it by heart because it is through such "easy" reading material that a child becomes a fluent reader; he learns how to identify words and meanings with a minimum of visual information and to use short-term and long-term memory efficiently. He is practising all those essential skills of reading that are never taught."

This was an approach which I was already using and I was delighted to find that it was a practice which was successful in the classroom. I had taught modern languages, including Nuffield French to juniors, before I graduated to infants and found that I was instinctively reading texts through to the children and discussing after explaining them before expecting the children to read them.

During the last two years I have been devising materials which are meaningful to the reception child because they use the child's own knowledge as a first aid to easy reading. The knowledge is twofold, first the content—nursery rhymes and fairy tales—second, the language. The tales are transcribed from tapes recorded by infants.

In this way the reception child can use all the adult reading skills from the very beginning. He is not having to rely on a look-and-read vocabulary or on decoding using phonics. Indeed, the purpose of this approach, through which material is expressed in language which is familiar to the child, is to solve the puzzle first—to give the child the key to the code rather than presenting him with a problem to solve.

The child is never presented with words or letters before he has given them a meaningful context. The teacher works down from the story or rhyme and only fleshes out words and identifies letters and phonetic patterns after they have been met in a meaningful text.

I am a warm admirer of Professor Smith but, however much we study the reading process, when a teacher works with a class of 30 children that teacher has to rely on the materials and methodologies that are available and cannot ignore them to the extent which he would like to.

K. A. R. TURNER, 19, Kings Road, Hove, Sussex.

More letters, pages 12, 13



Father takes over at the Model Engineering Exhibition which finishes tomorrow at the Wembley Conference Centre, North London.

## Bring in parents, says Labour Party

by Mark Vaughan

The move for greater parental involvement in the running of primary and secondary schools was given one of its greatest boosts this week by the National Executive Committee of the Labour Party.

In their response to the Taylor Report on the management and government of schools, the NEC has welcomed the report as a major step forward in making schools more democratic and responsive to the needs of the community as a whole.

The Labour Party urges the Government to act on the Taylor proposals because they offer "an historic opportunity" to make all schools more democratic, particularly through a new partnership of the parents in the running of each school.

Election of parents to governing bodies was the most significant proposal in the Taylor Report, according to the NEC. It adapted by all

as it could "at last provide all parents with an opportunity to directly influence the running of their children's schools."

"Such parental influence on the direction of schools is a far more effective way of influencing their children's education than so-called 'parental choice' of schools."

The NEC also wants 16 and 17-year-old pupils as well as 18-year-old pupils to be able to serve as governors, although it admits that there are some items, such as staff appointments, which it may not be appropriate for pupils to discuss.

As well as increasing the number of parents and other interested groups on governing bodies, they say governors should also be given a veto over the school budget and must be consulted about organizational, disciplinary and curriculum matters within the school, such as streaming and mixed ability teaching.

## Politics on schools TV

Schools television has responded to the Hansard Society report last year on political ignorance and apathy among teenagers with two new series on politics.

The first, *By the People*, for the People on BBC Radio, begins this week and is an attempt to interest young people in politics by introducing them to the people involved.

The ten 20-minute programmes broadcast on Mondays at 9.45 am are mainly made up of interviews with councillors, community workers, MPs and ministers. Contributors include Mrs Shirley Williams, Mr Eric Ogden, Labour MP for West Derby; Mrs Sally Oppenheim, Tory MP for Gloucester and Mr Stephen Ross, Liberal MP for the Isle of Wight.

The second series, *Politics on Schools TV*, is a new series made by Granada Television, which will begin this summer. Made up of documentary films it will, says Granada, explore "political ideas rather than just political institutions, political action rather than just theory."

The Department of Education and Science should reduce its staff by up to one third, says the North East London Polytechnic.

It accuses the DES this week of a "consistent disregard and misuse of the Education Acts" and of being far too great an emphasis on planning.

The commonsense from the Polytechnic's Centre for Institutional Studies is in response to the Department's invitation for views on its management review which was begun last year.

"The Education Act," says the centre, "does not require the Secretary of State to plan, and all the

## Too lenient when marking A level maths

by Buh Doe

Marking of A level mathematics by the Manchester-based Joint Matriculation and the London University GCE boards was too lenient in 1976, according to a report by the Welsh Board, the WJEC.

In a study of borderline cases between grades B and C, the four boards, it says, only the Associated Examining Board was found to be consistently applying the "correct" standard, as judged by panels of expert assessors. The JMB and London boards were too lenient.

On the borderline between E and O grades, however, the AEB and the WJEC got the standard right, but the JMB again appeared to be too easy.

Some of the assessors were mathematicians with no involvement otherwise in GCE examining to ensure that an unbiased view was obtained. In some cases, however, there was little agreement between assessors about relative grading standards.

The Welsh report emphasizes that the results are limited in final numbers of pupils. The assessors' view had been that the differences in grading standards were only marginal.

Report of the inter-board cross-modulation study in 1976 advanced pure mathematics by G. S. Bardell published by the WJEC, 245 Western Avenue, Cardiff CF5 2YX.

## Race code urged on unions

Secretaries of local branches of the National Union of Teachers are being urged to draw up a code of practice with local education authorities on the activities of racist groups in schools.

The union's executive committee has decided that prompt action from its local officials is needed in cases where extremist groups are active.

Guidelines on possible action have been sent to the officials. These include recommending union representatives to inform local authorities when racist publications are circulated. Heads are also to be asked to inform the police if incitement to racial hatred is suspected.

The code of practice, which the union wants to be agreed between teachers and their employing authorities, would ban the use of schools as meeting places for racist organizations, except during the Representation of the People Act would come into force.

The move is aimed principally at the National Front, which is mounting a recruitment campaign among school children.

Last month the union said that the aims of racist groups who "by their distorted, inflammatory propaganda, seek to turn one race against another, are totally contrary to the aims of schools and of teachers."

The union has already referred the National Front publication *Build-up* to the Director of Public Prosecution and the commission for Racial Equality.

## Signs of a thaw as Euro-funds flow

by Mark Jackson

The Government is to relax the rules under which it has controlled grants made to local authorities by the European Community funds. It means that education authorities will now be able to undertake some projects for the young unemployed and for other disadvantaged groups.

Under the EEC regulations all grants to public authorities from the social and regional funds have to be paid through central government. Until now the Treasury has picked the money, on the pretext that central government contributes to the funds in the first place and is simply getting its own money back. The argument has never been accepted by the EEC officials controlling the funds, by local authorities, or by the Department of Education and Science, whose own officials have in the past quietly advised their Brussels colleagues to give whatever money is available to local authorities in spite of the Treasury grabbing it.

The real reason for their action, Treasury officials have always admitted in private, was their determination to keep local authority expenditure strictly within cash limits, partly in order to ensure the existence of the International Monetary Fund. The fact that the EEC grants came from outside the UK did not influence the IMF, who were more concerned about Britain's total money supply.

The Minister of Education, Mr. W. A. P. Jones, said the decision of the Manpower Services Commission to say they could not accept the money because they had been unable to get the scheme off the ground. Now, with a much smaller scale programme slowly in operation, the commission is going back to the committee to ask if it can have some money after all.

In the 18 months that the scheme has been working, local firms and individuals have contributed £75,000 and 41 handicapped youngsters have already been placed in jobs. Now Mr Jones hopes to get a total of £200,000 from the European social fund.

The biggest single grant so far offered for a British project was £1.5m, which the Social Affairs committee agreed last June should be paid towards the cost of the Local Government Clerical Award scheme, intended to train unemployed youngsters as clerks. A month after the decision, the Manpower Services Commission wrote to say they could not accept the money because they had been unable to get the scheme off the ground. Now, with a much smaller scale programme slowly in operation, the commission is going back to the committee to ask if it can have some money after all.

## Thinking Teachers' Experience...

The following quotations are from teachers experienced in the use of the CoRT Thinking lessons:

"CoRT is just a tool and you have to make it do the job you want it to do... You have to make it work for you."

"It certainly stimulated the brighter children. They come out with some amazingly profound things at times."

"One girl who is definitely the most remedial of the whole form has come on tremendously well; she's made a much greater contribution to CoRT Thinking than she has to other things we've done."

"The material provides a most valuable vehicle for the extension and consolidation of formal and informal communication and this, in my experience, is one step in the direction of ensuring survival of effective personal communication through education."

"As they become more effective they find the intellectual exercise rewarding and choose thinking rather than play on occasions."

"... the CoRT Program may be one of the most important tools available to educators for identifying and teaching children gifted in the ability to think, which may be in many cases quite different from and disguised by their ability to perform academic exercises."

"It takes a great deal of time to get off the ground initially because the pupils are not used to thinking, and they don't like it at first, really."

"My experience of teaching CoRT Thinking reinforces my belief that at the present stage of evolution in our educational system the time is ripe for courses in 'Thinking to be introduced as a necessary activity in every school curriculum."

The problems, modifications, adaptations, criticisms and realisations involved in the actual teaching of thinking are described by teachers themselves in "The CoRT Users' Experience", a book that will be published and distributed at cost (£3.00) if there are sufficient orders. Order from Direct Education Services Ltd., 1 Alfred Street, Blandford Forum, Dorset DT11 7HZ.



# Step at a time language tests should replace 'illogical' GCE

A radically different approach to examining in modern languages has been tried out with some success in Birmingham last week.

Graded tests in language proficiency, similar to tests used to assess musical skills are employed. Standard range from below CSE to beyond A level.

The scheme is being tried out in Oxfordshire and Warwick schools. Similar proficiency tests are being devised in Inner London, Edinburgh, Hertfordshire and Northumbria.

Mr Brian Page, Leeds University, who has been promoting the scheme for several years, told the annual conference of the Joint Council of Language Associations that the new 16-plus exams proposed by the Schools Council failed totally to meet the needs of modern languages teaching.

An age-related exam was inappropriate in this subject. An exam related to pupils' achievement levels was needed, one that would motivate those not able or not wishing to reach O level or CSE standards.

It is illogical and wasteful to start over again after a five-year course when we know most of them will not finish it. By this means we are convincing most of our pupils that they are failures at modern languages.

The range of graded tests gave them choice of same success after two or three years language learning. "A surrender value", he called it.

The idea is that levels 1, 2 and 3 would be obtainable by most pupils. Levels 4 and 5 would be roughly comparable in standard, though not necessarily in content, with CSE and O level. Beyond that there would be levels up to about 8.

Besides motivating those who would not gain much from a five-year language course, multi-level tests would encourage people to return later to language learning, perhaps after they have left school.

The levels would be the same for all ages, though slow learners might take two years to get to where sixth-formers, taking two, a second or third language, might be after six weeks.

The tests are also expected to give a fillip to languages other than French, and perhaps make the inclusion of foreign languages in the common core more feasible. Pupils who had good ability in French could, after two or three years, start again with the basics of Spanish, Italian or German and still achieve worthwhile qualifications.

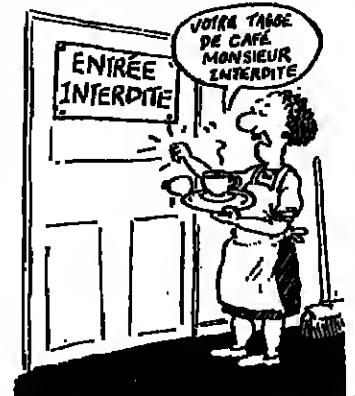
The lower levels would be useful, too, for pupils such as selective students who need a broader range of languages rather than a high level of proficiency in one. Even modern language specialists said Mr Page, might be better off to begin with learning for level 3 in three different languages.

Teachers concerned in the Oxfordshire and Warwick experiments were enthusiastic, though so far the tests were seen largely as an alternative to CSE and O level for those who would be dropping modern languages.

Mr Michael Buckley, from the Language Teaching Centre at York



If you see a sign "Entrée interdite" in a hotel, it means: (a) exit, (b) bathroom, (c) dining room, (d) keep out.



You see the sign "Entrée interdite". It means: (a) No entry, (b) No exit, (c) Way in, (d) Exit.



You've had a drink in a café and on your bill you see "service non compris". This means: (a) you should leave a tip, (b) you need not leave a tip, (c) the café is proud of its fast service, (d) the waiter does not understand French.

Examples from the new tests: French proficiency, Level 2.

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Mr Michael Buckley, from the Language Teaching Centre at York

## Alarm over Green Paper 'unnecessary'

Action on the Green Paper or the Government's review of the curriculum is unlikely to go far beyond gentle reminders to local authorities about "good practice". Miss Sheila Browne, chief HMI, told the Joint Council of Language Associations annual conference in Birmingham last week.

Miss Browne said she said, was not about a "one-off programme of heavy action", and might just result in a new framework for discussion rather than radical new programmes.

Any action the Department of Education might take "could be no more than a limited circular setting out some aspects of good practice, not unlike the circular on information about schools for parents".

Miss Browne denied any responsibility for the Green Paper, pointing out a circular on it is not in any way.

No one believed that the consultation which the Green Paper aimed to foster would be easy, she said, but the professional alarm expressed by some teachers was unnecessary.

How could any single group of people be left to answer the large number of questions facing secondary schools? Those who "paid the price" had to be involved in making decisions if they were to be convinced of the need for in-service training, time off for work experience and for the measures to meet the pressures of a falling school population.

She urged all teachers to ensure that local authorities replied to the Government's questionnaire reviewing the curriculum contained references to anything that inhibited their good intentions.

The part of the Green Paper which said that many children as young as 11 should learn a foreign language, she said, was something

University, acted as examiner in the 16-plus exam which the course is running. They have gone as far as setting level 2 exams.

"Early signs", he said, "are that these exams are an enormous help to teachers and learners. Teachers are keener now than when they were first set up."

Language learning goals at this level were still relatively restricted. But the pass mark in the exam was set at 70 per cent; 77 per cent of the candidates had passed.

In Oxfordshire, a different approach was being used. The Centre's level 2 proficiency test.

On the back it carries something that every exam certificate could well carry—a brief description of what skills a candidate has to show to pass.

At level 2, it says, a candidate must demonstrate ability to deal successfully in French with the listening, reading and speaking required to: ask the way; shop for food; savour, postcards, etc; go to a café or restaurant; travel by road or rail; stay in a hotel, camp site or B&B.

Candidates should also be able to take part in a simple conversation with a French speaking person who is trying to get to know them. Candidates must finally demonstrate an ability to read short stories and letters in French.

Mr Peter Downes, head of Henry Bux School, Witney—one of the Oxfordshire schools trying out the new exams—told the conference that far the first time the less able were working at modern languages with motivation and enjoyment.

"They are achieving a level of achievement is being recognized", he said. Many of them went on to start a new language in the third year.

Far the teachers it was hard work, but clear objectives enabled them to work with determination and purpose. In the past, language teachers saw their main task as teaching the more able. Departments now had to come to terms with courses that were more limited but worth while for the less able.

One result was the need for more versatile language teachers. As well as being able to teach Spanish, Italian and O level in their main languages, they would have to teach CSE and O level in Spanish and Italian to levels 1 and 2.

Mr Downes said the scheme had been criticised. It had been called a sell-out, giving way to declining standards and a recipe for mediocrity, but this was misguided.

The approach is realistic, and relevant, and as we are going to get in the near future to the best solution.

There were no such criticisms from the Birmingham audience. Some wanted to know why the exams were not available nationally. They are not likely to be for some time while yet it seems, though the Schools Council has been asked for backing far further

the limitation of the number of language teachers available, use the limitation of pupils' aptitudes.

Schools should not look upon the learning of foreign languages simply in vocational terms, said Professor Robert North, Birmingham University and president of the Modern Languages Association.

Teachers should recognize that modern languages contributed to the intellectual development of the child. They enhanced the capacity to relate to environment and the children's sense of values, and opened windows on other cultures.

But neither the intellectual nor the instrumental arguments for foreign language learning were likely to impress pupils in the classroom. The only way they would be persuaded to learn would be if the learning itself was interesting and the goals achievable.

Of more immediate concern to us is the effect of the disappearance of books on the schools and universities. The student starts a degree

## RC's doubt parent power

Parents do not want the kind of participation envisaged in the Taylor Committee report, said Mr F. E. Shields, senior vice-president of the Catholic Teachers' Federation and head of the Holy Cross and St Mary's junior school, Liverpool, last week.

"For the vast majority of parents, being able to choose a school is far greater importance", he told the federation's annual meeting in Kentworth. "In the much-maligned private sector of education, most parents choose a school because they have a complete faith in that school, in its staff, and all the school stands for."

"They delegate with confidence the upbringing of their child's development which they recognize as the province of the professional." He did not think the Taylor report would have much effect at those involved in the classroom.

Mr Jac Green, head of the Holy Trinity School, Brentford, was concerned about school responsibility for the curriculum. "The real

responsibility must remain with school and its staff", he said. Mr Kevin Muir, chairman of the National Latin Commission, emphasized the need for "a nova towards consultation and local decision."

For parents, the main question was how to bring up their child as a good Catholic, he said. "I should not want to know the parents' children's classroom. I want my children, the form is there in the community."

Canon Peter Kelly, a member of the Taylor Committee, said the report should be considered as a whole. Pledges of implementation could have serious repercussions on voluntary schools.

"Taylor did not set out a strategy which was good for voluntary or voluntary schools, strengthening them in their good times and to eliminate the weaknesses. We must see the light in this light and take a path forward."

Parents may have to spend £50 to obtain an essential book. In some subjects when parents' illiteracy is a factor, it is a major barrier to the child's education.

It is no answer to this that university libraries are open at all hours. It is all the difference to be between a book that a student always has at hand and the one which he will wish to refer to occasionally in the university library. No doubt the grant is intended to cover the cost of essential books, but the student must be able to find the book in the library.

One said cordially is the lack of a book in the library. This is a book which is not in the library. It is a book which is not in the library. It is a book which is not in the library.

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## Engineers want 'elite' A levels

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The call came in evidence submitted confidentially to the Government's committee of inquiry into the engineering profession chaired by Sir Murray Pitt. The evidence is given by the Institution of Electrical Engineers and the Institution of Mechanical Engineers.

The IEE puts a strong case for the development of a special "elite" course to create relatively small numbers of high calibre students, the "highest technological competence" and those with personal qualities "needed to enable them to reach the highest levels of industrial and commercial management."

These special degree courses should have entry standards sufficiently high to provide a challenge to the most able of Britain's science pupils.

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by Sue Reid

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Indeed it has been said that in some respects physics is more vital to an understanding of engineering than maths. The dangers, that the BA recommendation would tend to "kill off" physics as a subject in many schools should not be overlooked.

Arguing for the earmarking of "special academic establishments" the IEE evidence says: "We believe there is some merit in the concept of developing certain universities or polytechnics to a recognizably high level of excellence in teaching and research; the great problem would be in selecting the ones to receive this distinction."

But it contests the value of introducing four-year degrees for all engineers. Higher academic standards could, says the evidence, be achieved by introducing a five-year integrated programme of education and training. It would be the "ideal way to produce competent professional engineers.—TRES.

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## Pensions at 'would' jobs

Teachers in Oxfordshire are asked by their unions if they will end their dispute with the county education authority over staffing standards.

The National Union of Teachers is holding a ballot, and the National Association of Schoolmasters-Union of Women Teachers is arranging five meetings for its local branches.

An end to the dispute could be in sight. The NUT is recommending its members to accept the offer made by the authority to employ 225 more teachers than originally planned for next September.

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## Step a'warns: 'look sh' for rigging'

A Taylor report recommendations could leave the way open for "rigging" the governing bodies of schools, Mr Tom Taylor, chairman of the committee of inquiry, admitted last week.

At a joint meeting of the primary and middle school sections of the NUT education conference in London that if Parliament decided to accept his recommendations, they would have to be careful how they drew up the ways in which the fourth element of his proposed partnerships—representatives of the community—were chosen.

"In certain cases this could be rigged. But it would be absolutely wrong. This will have to be watched very carefully."

Earlier Mr Taylor attacked people who had criticised his recommendations without reading his report. "It is interesting to me how professionals like the teachers, which I have always held in great esteem, can criticise a report when they know fully well that the substance of its membership have never read it. I find this very frustrating."

Mr Geoffrey Nookes, registrar for education at the CNA, told the university and college of education section that field experience could

be considered as a fifth element of teaching training—in addition to education theory, professional skills, a subject area, and teaching experience.

"It is potentially necessary for linguists," he said. "But it also has applications in other fields. He mentioned industrial placement, or the establishment of urban studies centres which could give student teachers "a first-hand knowledge of those kinds of social backgrounds where their main problems will be in communication rather than curriculum."

CNAA-validated courses now constituted about a half of teacher training and education in England and Wales. "We do not see a monopoly. We can all learn from an exchange of experience. . . . It seems that collaboration across the binary line is a good idea in teacher training and education as well as in other fields."

It was not a time for envy and ambition. "But there are encouraging signs, such as the move towards an all-graduate profession, the recognition of in-service training, the increasing confidence of both students and institutions."

## Wanted: a survival kit

Teacher training establishments must strengthen their links with industry if the training of teachers for the 16 to 19 age group is to be successful, the University Department and College of Education section of the NUT education conference was told last week.

Mr A. L. Davies, principal of the W. R. Turner College, Preston, said that however difficult it might be for them, colleges would have to develop much stronger links with the Manpower Services Commission and the Training Services Agency.

"They would have to have a wider knowledge of technology and industry and a clear picture of the edu-

cational framework of the further education colleges. "Perhaps we need a new breed of teacher trainer to give the young teacher a new kind of survival kit before going into the classroom."

The primary schools section of the conference called on all local education authorities to provide nursery places for all three to five-year-olds. An amendment which demanded that the places be full-time was defeated.

The motion said that many L.E.A.s failed to recognise the importance of nursery education, and demanded that it should be the statutory duty of all authorities to provide it from the age of three.



## Well done, says Shirley

Britain's first local newspaper for unemployed youngsters is being produced in Coventry. The Education Secretary, Mrs Shirley Williams, praised the new publication when she visited the city this week to see projects for the jobless under 19s.

The eight-page tabloid *Jahannum* is being published once a week under the joint sponsorship of the education department and the Manpower Services Commission and is produced by professional journalists of the Central Office of Information. It publishes news and features about jobs, training and other projects, and education courses for youngsters, together with details of vacancies and study courses.

It is delivered in each one of the city's 3,000 young unemployed by one of their own group, paid £2 a week for nothing as newspaper boys. Another jobs'counselor, 18-year-old Julio Stodon, writing in strict a course in journalism, is attached to the COI's editorial team as a



by Mark Jackson

## £36.8m left in the MSC kitty

The Manpower Services Commission has spent £36.8m on special measures to help unemployed youngsters during the last 12 months of the financial year.

This is a disappointing result, Ministers who have been criticised for the way the money has been channelled through the commission rather than the service.

Until now a clanking of the Government's money has been the commission's main concern. In a survey last year 77 per cent were shown to be in favour of the financial year budget.

In fact, the commission has been lashed by the Government since September. It is now expected to be only another £10m by the end of the financial year.

Mr Robert Allen, Coventry director of education, says: "It is not early yet to say whether the venture is worthwhile but the paper certainly seems to be popular with the youngsters."

The commission is providing £11,000 for a three months' trial run. If *Jahannum* is successful then the commission may consider similar newspapers in other areas.

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AMA

## Call goes out: 'drop morning prayers'

Morning prayers received the "thumbs-down" from the Assistant Masters' Association conference in Cardiff last week. Delegates voted by 101 to 97 against the principal that every school day should start with an act of corporate worship.

Instead, they said, schools should begin with an assembly which could include a variety of moral, cultural and religious themes.

There were 34 abstentions on the issue, thus reflecting the divergent views of the association's members. In a survey last year 77 per cent were shown to be in favour of the financial year budget.

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Better than one: Miss Baird and Mr Hutchings.

## Step nearer mistresses

The merger between the Assistant Masters' Association and the Association of Assistant Mistresses came a step closer when the masters voted to recommend members to approve amalgamation in a secret ballot to be held in the spring.

Only one hand went up when the chairman called for abstentions. None was raised.

The new union—Association of Assistant Masters and Mistresses—will be formed in September, if all goes well. It will have a total membership approaching 80,000, making it the third largest teachers' organization in the country.

Under the complicated arrangements for the merger there will be two general secretaries, duplicating of other officials and an executive committee of about a hundred. Pro-

People got the local authority they deserved. If specific grants were introduced, the conference would campaign next year that they were not big enough to be being given far the wrong items.

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## Green light for Green Paper

The Government's Green Paper on the future of the British industry has been given the go-ahead by the TUC.

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## Specific grants the answer

The association declared that local authorities should receive specific grants from central government to spend on education. Mr Elgar Jenkins (Avon) said freedom for local authorities to spend money on education was a principle which had to be abandoned.

Councillors were more concerned with keeping the rates down. That was the main education came in for criticism. But Mr Baldwin Davies (Shropshire) said that specific grants would lead to government deciding local education policy.

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## Too many spoons in the jobs broth

Duplication in the job-finding services for young people is criticised in two reports sent to the Manpower Services Commission. Overlapping between the commission's own Employment Services Agency and the local authority careers service is wasteful and causes confusion, they say.

The two services look after 16 to 18-year-olds. Some youngsters register with both agencies and are notified to both. This, say the reports which are based on studies of manpower services in Coventry and Merseyside, is a waste of money.

Young people would be better served, says the Coventry report, by a single authority taking over sole responsibility for them, by a separate national youth employment service, or by an integrated vocational guidance and placement service for people of all ages.

Any of these options would require legislation. In its absence the two services would feel if they were to be merged, the expertise of their psychologists.

The Merseyside study says that although the careers service plays the principal part in counselling, the employment agency registers and places young people. It recognizes that to change this would mean sacking the staff, but it recommends that the Government should explore ways of strengthening careers advisory and placement services for young people without incurring substantial additional costs.

The two studies are the first systematic attempts to survey the job problem in depth in areas of high unemployment, and suggest ways of tackling it. They are likely to be followed by similar studies in other parts of the country.

They were set up by the Manpower Services Commission, but were directed largely by representatives of employers, unions, and the education authorities, including education service chiefs. Mr Geoffrey

Holland, head of the commission's new special programmes for the jobless, served on both groups. The commission has accepted most of their recommendations and has promised to implement them.

Merseyside, on areas of heavy unemployment, is primarily concerned to create more jobs, temporary and permanent. The job creation programme rules should be needed, says the report, to encourage projects which could turn into small firms or self-supporting cooperatives. Prevent regulations rules out projects which bring in profits.

While the programme has benefited the community and the development of voluntary organizations and has been valuable in providing short term relief from unemployment, the special temporary employment programme which is due to succeed it should aim where possible at creating permanent jobs.

While groups of workers made redundant when large companies close, could be helped to form their own joint enterprises.

But the Manpower Services Commission should concentrate on stimulating the private sector to create more jobs. Big companies and public bodies should be encouraged to help smaller firms with know-how and staff.

Integrated work unit schemes should be introduced under which teams of workers trained by the Government could be "sold" as units to expanding companies.

The Community Industry scheme has been valuable, says the report, which asks for a bigger share for which the Government is to provide under the Holland programme. It disagrees, however, with the Holland proposal to continue paying wages on a rising scale to participants. They should, it says, have a basic wage plus allowance for experience on other projects.

The education service has made "interesting attempts" to bridge the gap between school and work,

## 'Ring fencing' inquiry urged

"Ring fencing", a new tactic adopted by local authorities to restrict only from within its existing teacher force, came under scrutiny at the conference. Delegates decided that an investigation should be started.

Mr Cedric Lea (Shropshire) said the policy was being used in areas where there was a surplus of teachers. It was spreading rapidly, he said, and in the short term it was doing more harm than good.

Head teachers and governors would be forced to accept unsuitable teachers, he said. This would lead to a lowering of standards and a loss of equal opportunity for education, would cost money.

Coventry's problem, Mr A. J. Tussler (Northamptonshire) said, was that authorities were saving money by adopting ring fencing. They spent less on newspaper what his modernized advertisements and distributed circulars to their own schools instead.

Some were extending the fence to include new recruits except those who had been trained in their own area.

Mr Michael Nicholson (Humber) said the ring fence could do much to the advantage of teachers. One in four were asked delegates to imagine how they would feel if they were told that during the next year their services were to be reduced, if they were made redundant, some of them will be given notice, and discovered that their job of the workers over the next year would be given to someone from outside the authority.

Mr Laurence Smy (Bromley) said the problem with ring fencing was that there would be no cross-fertilization of ideas about teaching across the country.

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## Pensions at 60 would open up jobs

Retirement at 60 should be offered to all teachers automatically, the conference decided. Early retirement would increase the efficiency of the teaching profession, provide more jobs for the unemployed and sap good teachers from deteriorating, said Mr David Wallington (London), who proposed the motion.

"If put into effect, it would halve the average age of the teaching force," he said. If it was automatically available, there would be no difficulty in choosing those who would have to go if there were too many teachers.

Dr Michael Stevens (London) said there would be far fewer teachers needed when the fall in pupil numbers really hit schools. Unless there was the option for early retirement there would be a dangerous generation gap in the profession.

The conference also approved a survey of teachers' pensions and a comparison with other schemes. It was felt that the lump sum payable on retirement should be converted into an index-linked pension.

In a third resolution on pensions, the conference agreed that the maximum number of years service needed to qualify for a full pension of half pay should be cut from 45 to 40. No teacher worked for 45 years, it was said.

Mr Bill Harbison (Northern Ireland), said most teachers went on for far too long. They got worse. "The majority of overage teachers reach a peak at 57 or 58 and after that time they deteriorate. If you want proof of this, simply ask a headmaster."

"I think this must be the only profession in the world in which it is illegal to earn a maximum pension. No teacher begins work at age 20. None can continue beyond 65 without special dispensation."

Mr Bobcor's motion was carried unanimously without debate.

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# Teachers—and their unions—have too much say

Continued employment of teachers should depend on whether they were worth employing, Sir Peter Shepherd, chairman of the Shepherd Building Group, told the North of England education conference at York last week.

He accused teachers of being uninterested in, if not actually hostile to, industry, of having no experience of it, or even of the world itself. Many of them—and their unions—had too much say in what went on in schools.

Part-time retirement at 60 for all men—with half the week on unemployment pay or half rates—was one way of reducing the numbers

of unemployed youth, he said. Another would be to make the Employment Protection Act inapplicable to school leavers during their first five years in work.

Teachers should accept increased status and recognition by the public would only develop if they were seen to stand their corner in society.

Educationists did not want to know about industry. "My own group of companies are financially supporting the CBI Understanding

British Industry Scheme. We agreed to accept a teacher for three weeks from November 14 last. The teacher withdrew about three weeks before the agreed date.

In a survey with nearly 6,000 teachers the net result was four teachers from two schools seconded to four other industrial concerns.

The vast expansion of teacher training in the 1960s to meet the age bulge had meant accepting candidates of a lower standard. A high proportion had little or no weekly experience let alone industrial experience. Far too many had never left the educational system.

They have entered teaching with the prejudices and illusions developed by higher education unmodified by worldly realities. The loss

this gives to their teaching hinders rather than helps the school leaver's prospects of employment until well into the burdens of his eventual employer.

Teacher unions had too much influence on him he called "product development". This was greater than the normal practice in industrial product development and should be reduced on the initiative of the Department of Education and Science.

There should be more industrial influence on the educational system, particularly on curriculum and standards, so that industrial requirements were met.

The problem of youth unemployment could be with us for possibly another five years. One approach

to solving it would be to have adults over 60 the chosen only half the week, with the rest of the week for the other half.

The other approach would be to have the school leaver's prospects of employment until well into the burdens of his eventual employer.

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The problem of youth unemployment could be with us for possibly another five years. One approach

## Work experience is 'largely useless'

Work experience now arranged by a few schools for their senior pupils was largely useless, Mr John Tomlinson, director of education for Cheshire, told the conference.

To avoid long-term unemployment among young people, he said, a comprehensive programme was required starting not at 16 or whatever age they left school but at 14 and covering the age range right up to 24.

Schools, colleges, training centres, industrial and service employers should all be involved to provide many roads which would give theoretical learning, skill training, personal education and genuine experience of work and the discipline of the workplace.

"But it should involve all, not just the unlucky as at present."

For the very intellectual student the course would be much as it was now but still include a year of hard, properly paid and disciplined work in community service.

At the other extreme, for those who would leave at 16 and be most likely to find themselves unemployed there should be planned development from 14 onwards. This should include lengthy and paid work experience inter-leaved with education and vocational training.

Some of the work should be industrial, or commercial and some of it community service.

The community service would have to be organized on a large scale and some of it at least ought to involve residence away from

home. Why not in redundant colleges of education?

It would need a radical change of heart among trade unions and employers—more so than among educationists.

Yet, even they would have to accept that much of the contribution would come from people with experience outside the formal education system.

He quoted the Talmud: "He who does not teach his son a skill teaches him to steal." In the light of this, simplistic vocational training programmes could be counter-productive if there was no work at the end of them.

"We would be producing trained reserve armies of labour. Rulers of the world would be wiser than to keep large trained forces inactive on home soil."

There was an argument, he said, for a more uniform framework for what went on in schools. "I think we do need to pull together on a national basis some of the fundamental aspects of the curriculum and the agreed objectives of the education system."

He questioned whether the experience of pupils in secondary school, and even in the same school, should be so diverse and whether the curriculum should differ so much between the academic and less academic.

"Can't we square the circle and get some uniform framework within which schools can have the necessary practice?"

## Not ready for day release

The further education service was not ready for the large-scale day release of young people it had long clamoured for, and which now seemed likely to happen, said Mr Roy Helmore, principal of the Cambridgeshire College of Arts and Technology.

The inability of the Education Secretary to ensure that money intended for day release was actually spent on it by local authorities could tempt the Government to use another, more reliable agency—the Manpower Services Commission.

Mr Helmore, teacher associations' representative on the MSC, said there had been pressure for a long time for more extensive day release, even compulsory release, for young workers.

This pressure has not been accompanied by any extensive curriculum development to meet the challenge of interesting non-academic youngsters. The further education service has all along said, in effect: "Give us the job and we'll design the tools." The opportunity is now coming our way at a frightening speed and when resources are not available.

The credibility of the service's claim to be both concerned and potentially effective in this area was about to be tested.

Mr Helmore welcomed the high priority which the further education curriculum unit was giving to the task, but he doubted if enough would be done in time to avoid another disastrous period of muddling through.

## Two million surplus places by 1988

The teaching load on beginners will be reduced by a quarter in their first year from September next year, said Mrs Shirley Williams, Education Secretary.

She also forecast two million surplus school places by 1988, reiterated that her department must have a say in what went on in schools and called for an expansion in day release for the 16 to 19 age group until full-time education up to 19 was available for all.

The Government, she said, accepted the value of an induction programme for all new teachers, and plans were being drawn up to allow them to spend one quarter of their first year out of the classroom.

She told a press conference afterwards that 10 or 12 authorities might insist that they could not implement induction to that extent from 1979, but the national scheme would go ahead.

The impact of falling rolls would cause problems "unfamiliar in all of us." Consultations would begin with teachers' organizations and local authorities on what the practical implications would be.

"The implications of the service's claim to be both concerned and potentially effective in this area was about to be tested."

Mr Helmore welcomed the high priority which the further education curriculum unit was giving to the task, but he doubted if enough would be done in time to avoid another disastrous period of muddling through.

Many schools would have to be closed, but this would not be in direct arithmetical proportion

to pupil numbers. Some capacity would be used to pressure out schools at overcrowded. Some schools would be converted for nursery use the 16-19 group.

"The capital cost may be less than half the cost of building for an equivalent of provision."

She was convinced that the membership of local teachers' associations could reach an agreement on the broad requirements of curriculum. "I repeat that teachers have no wish to see curriculum. But there is a great deal of evidence that these exam syllabuses are aimed at the pupils of lower ability. Indeed, some are only meant for those of low academic ability."

The Department cannot silent partner where so much is at stake.

For the 16 to 19-year-olds, had been slow in its part-time education linked to vocational training. In that case programme announced by the power Services Commission, particularly welcome. But important that local and should submit proposals to educational needs to the boards as soon as possible.

Day release was an old idea in some industries, but it was not to be extended to Pilot schemes of vocational training were finding out what kind of courses would appeal to a group of part-time day people and their employers.



Richard Le Lieve: back from the brink.

## Down—but not out

by Stanley Levison

Richard Le Lieve (Gresham's School, Norfolk), edged away from the brink of defeat to win the national under-19 squash championship at Brendon, near Coventry.

He was two games to all down at one time and then saved two match balls when 2-8 down in the fourth game. He recovered to defeat Sean (Aylesbury Grammar School), 7-9, 4-9, 9-5, 10-9, 9-3.

Le Lieve's older brother, John, was twice a runner-up in this event.

The under-16 title was also won by a Gresham's boy, Christy Willson, who is coached by his father. He beat Mark Ashton, Solihull, 9-3, 6-9, 1-9, 10-9, 9-2.

## On the crest of badminton wave

Carl Wood and Wendy Poidon, two of the best of the youngest wave of badminton competitors, won the singles titles of the All-England junior under-15 championships at Watford Leisure Centre.

Carl Wood, of Bentham Grammar School, Lancashire, who is 14, beat one of his perennial rivals, Dipak Talwar, 13, of Alexandra Park School, London, 15-3, 14-18, 15-4. Wood had a hard time against his younger and smaller opponent in the middle game, but in the beginning and at the end he was too strong.

Miss Poidon (Coombe Girls School, New Malden, Surrey) is very experienced for a 13-year-old, frequently playing against adults. She beat Elizabeth Bernsdall of Cheshire, 11-8, 12-2.

She also combined with C. T. Senders (Sussex) to take the girls' doubles (Ashford School, Kent) won the mixed doubles.

But Wood failed to make it on the boys' doubles to M. Mathew (Bucks) and B. Scott (Sussex).

But there was no denying a hat-trick to Gillian Clark (Ashford School) in the English Schools' Badminton Association under-16 championship.

Miss Clark, the defending champion, beat Suzy Norton (Surrey) in the singles and, with Karen Coates (Coombe Girls' School), won the girls' doubles and with Tracy Wessell (Hampshire) the mixed doubles.

Wessell, the holder, beat Michael Catermole (Bristol) in the final of the first season. Catermole had some competition in winning the boys' doubles along with Alan Pater (Derby).

The two singles champions also failed up to win the mixed doubles title at the expense of Catermole and Sally Leadbetter (Guernsey Ladies' College).



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The course will look at the central issues in sixth form education, placing them in the wider context of the 16-19 sector.

#### TEACHER INTERVENTION AND CHILDREN'S SPOKEN LANGUAGE, 4-8 YEARS

Cambridge: 4 April 1978

This conference on the teacher's encouragement of young children's talking and learning, arising from the work of the Cambridge Initiative Project in this field, should be of interest to all concerned with the education of young children.

#### TEACHING ABOUT CHINA

Cambridge: 14-16 April 1978

Any teacher who wishes to further his understanding of contemporary China should find this course of interest.

#### A LEVEL ECONOMICS

Bury St Edmunds: 10-11 May 1978

A workshop course for teachers in sixth forms and lecturers in colleges of further education.

#### THE CAMBRIDGE LATIN COURSE

Cambridge: 7-8 July 1978

A conference for teachers who have been using the Course for some time.

#### CLASSROOM ACTION RESEARCH NETWORK

(Incorporating the Ford Teaching Project) Cambridge: 7-9 July 1978

Small workshop conference on 'Establishing Action Research in Schools' for teachers and in-service educators.

For further information regarding these courses please contact the Courses Officer, Cambridge Institute of Education, Shatterbury Road, Cambridge CB3 2EX (telephone Cambridge 0223) 69631.

## Belfast board told: 'use tact with Catholics over nurseries'

Nursery provision in some deprived Catholic areas of Belfast is "alarmingly low", according to a paper presented by its education committee to the Belfast Education and Library Board.

Although the board is responsible for building nursery schools and classes, in practice it has left this to the Catholic church in Catholic areas. But, says the paper, while there are 1,606 children in nursery schools or classes in Belfast, only 326—or one fifth—are in the maintained (Catholic) sector, though the numbers of Catholic and non-Catholic children are about equal.

The level of provision is alarmingly low in the Lower Falls, Upper Falls, Andersonstown, Ballymurphy, Whitecourt and Lonsdown areas.

"The Down and Connor diocesan Committee, which coordinates provision of schools under Roman Catholic management, has had great difficulty gaining approval from its department of education to proposals for nursery schools whether in terms of sites or accommodation."

One problem was that, building requirements were unrealistically high. It was often necessary to find sites for separate nursery schools rather than convert primary classrooms for nursery use, as was

common in the controlled (board-owned) sector.

The board has drawn up a plan for cheaper nursery buildings and forwarded it to the Minister of State, Lord Melchett.

Mr Frank Bunting suggested that the board should act in itself and provide the nurseries. Mr Tony Spencer, chairman of the education committee, agreed.

"We cannot", he said, "exercise a self-restraint which is causing a lack of youth and nursery facilities in certain areas. If it is clear that there is no objection to controlled nursery schools, we have a moral obligation to provide them."

Miss M. O. Scott claimed, however, that the problem could not be solved by "parachuting in". The board, she said, had no more guarantee of success in getting sites than the local maintained school committees, which had local knowledge and were making every effort to use every inch of land.

"We should proceed with tact, delicacy and sensitivity to preserve a partnership which is working well."

Mr Harold Smith, chairman of the Education and Library Board, said he did not want it used as a plumb line where others had failed, and the chief officer, Mr Bill Patterson, agreed that the maintained authorities had been trying as hard as possible to get sites.

The paper was agreed without any change in the board's policy of staying out of Catholic areas.

## People

Mr William A. Dodd, deputy education adviser at the Ministry of Social Development, is to be education adviser.

Mr C. D. A. Hagsley, head of a School, is to be chairman of a Homelessness Conference.

Mr Stephen Beaumont, adviser for the British Family Caring Service, N.W. Zone, is to be advisory officer (primary) for the London Borough of Bexley.

Miss M. N. Blake, head of the Tor High School for Girls, is president of the Secondary Association Schools.

## Schools

Mrs Maureen Thomson, senior teacher at Hammersmith School, London, is to be borough Road, London.

Mr Timothy Flirth, deputy head of Graven Park Primary School, London, is to be head.

Miss Barbara Stephenson, head of Teesdale High School, is to be head of Durham School.

Miss Jennifer Poyman, lecturer in English at South East London Polytechnic, is to be head of a new school.

Mr T. M. Andrews, head of Waltham Hall School, Bury, is to be head of a new school in Lincolnshire, is to be master of Junior School, Felstead.

Mr Gerald Halse, deputy head of Canon Meads Middle School, is to be head of a new school in C. of E. Middle School, Wotton.



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The Department of Education and Science is conducting a course for English teachers of French and French teachers of English at York University and the College of Ripon and York St John from 8-22 July, 1978.

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For more details please call or write to:  
Department of Education and Science  
HFE 1 (Short Courses)  
Elizabeth House  
York Road  
London SE1 7PH  
Tel. 01-926 9222, ext. 3302 or 3176

## WINTER SPORTS FEATURE

The TES winter sports feature will be published on March 3. If you would like information on this feature please contact Sue Pople, The Times Educational Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8SE. Tel. 01-457 1234.

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### Spain

## Madrid takes tough line on job security

from James Connell

BILBAO Spain's teachers face a tough line from the Government in the New Year. Last month the Education Ministry announced that it is to dock two days' pay for each day lost in a three-day pro-Christmas strike. The strike, which spread throughout the whole educational system, was provoked by a contract teachers' demand that the opposition's compulsory examinations through which teachers gain permanent appointments be frozen until a formula for their dissolution is agreed.

The number of stoppages and disputes over this in the past few years has been enough to make state education unmanageable unless a compromise is reached.

State teachers in Spain are part of the civil service, and theoretically all posts are obtained by sitting open examinations. In the past, these examinations were held twice yearly. In the case of high school and university teachers, the number of posts offered was extremely low, often with hundreds of candidates applying for a handful of jobs. The contents of the examinations themselves are criticized as purely memoristic and irrelevant to the assessment of teaching ability. Accusations of favouritism and nepotism have been made and the restricted intake of new teachers means that there are only a small percentage of tenured posts at present.

The lower paid primary school sector is best off where 90 per cent of the teaching posts are covered by tenured state teachers. At secondary school level the figure drops to 30 per cent, and in the professional training colleges a mere 15 per cent are state-appointed.

On passing the examination, lifelong tenure is granted, a fact often cited for the poor quality teaching of university level. Salaries are also much higher. A secondary school department head, for example, earns 782,972 pesetas (£5,000) and a assistant 647,400 pesetas for a 12-hour a week teaching load.

The remaining teachers are graduates on yearly renewable contracts. There are 12,000 of these in the state schools teaching longer hours and earning about 50 per cent of the tenured teachers' salaries.

The contract teachers have become increasingly vocal, and pressure was brought to bear on the newly-elected government last June. The Education Ministry passed a series of funds.

But two important concessions were made in that it promised to revise the outdated content of the examination and also offered to limit it to in-service contract teachers with several years' experience.

It further granted automatic extension of the contracts from one year to five, guaranteeing stability. This latter point had become an obsession with the contract teachers in the former administration, when they found that the renewal clause was often used as a form of political censure.

The teachers, however, are holding out for major reform. One suggestion put forward by them is to abolish the civil service status of the profession and consequently remove the need for the examinations.

### Sweden

## Library users

Almost nine books for every Swede were borrowed from Sweden's 276 public libraries in 1976. Figures published by the Central Bureau of Statistics show that the libraries, which house 32.9m books and 700,000 audio-visual aids, loaned 73.5m books and cost \$35.1m Skr (£61m) to run.

Borrowing was highest in large cities. Seven books per inhabitant were taken out in towns of 6,000 to 10,000 people, compared with 12 in cities of more than 100,000.

Two to five loans were of children's books, 38 per cent adult fiction and 22 per cent non-fiction. The libraries also organize 70,000 special events and exhibitions, attracting 1.7m visitors—three quarters of them children.

### Australia

## Major changes urged in 'family' legislation

from John Kirkaldy

SYDNEY What may turn out to be Australia's most controversial Royal Commission sweeping changes in family, sexual and educational matters.

Among its proposals are: minor reforms in the abortion law, complete acceptance of homosexuality within society, the decriminalization of prostitution, changes in the rape laws giving more protection to women, the lowering of the age of consent to 15 (the commission believes that it should be 17 in relation to a person's school teacher or supervisor in a situation of authority), fundamental changes in the role of incest as a crime.

Underpinning the whole report are a number of proposals for basic reforms in the country's educational system.

The Royal Commission on Human Relationships was set up as a result of a heated debate on abortion in the federal Parliament in May, 1973. It started work in August, 1974, under the chairmanship of Justice Elizabeth Evatt, other members of the commission were Ms Anne Donovan, an author and journalist, and Dr Felix Arnot, the Anglican Bishop of Brisbane.

The commission sees a great broadening of the role of education in family relationships, sex education, preparing for parenthood and the relationships of the student within society.

Among specific reforms it suggests are: education for human relationships should be integrated at all levels of learning; improvement of teacher education so that teachers are more capable of teaching classes in human relationships; better social training facilities at the tertiary level for social workers; more programmes on television and radio dealing with social problems; extension of parent education programme.

### Ireland

## Industry gives thumbs down to young jobless scheme

from Dnlbert Hallenstein

BOLGNA Italy's emergency youth employment scheme hitherto last summer has so far proved its almost complete failure in the private sector. Last month a Minister of Labour, Signor Tina Anselmi, announced that only 1,279 of the 650,000 young people registered for work under the scheme had found jobs in commerce or private industry.

Under the scheme prospective private employers are offered financial and tax incentives if they take on young people. The scheme provides for 320,000 two-year temporary jobs in the private sector and for 100,000 one-year state or local government positions.

The minister also said that, according to a special study made in five of Italy's regions, nine out of 10 registered young people consistently rejected the jobs which they had originally opted for under the scheme.

Signora Anselmi blamed the scheme's lack of success on the unwillingness of the unemployed young to accept unskilled manual work and on bureaucratic delays at state and local government levels.

the abolition of compulsory marriage guidance before and after marriage.

The commission was concerned the general standard of knowledge in the medical profession, social problems, sexual violence, migrants, aboriginals, general doctor-patient relationship.

The commission rejected the view of some who presented evidence that the family should be the agent who educates students on controversial areas such as education. It noted with approval, however, that the family was the most influential force in the life of human relations.

The commission calls for a mental appraisal of the new women in education and society. It says that, despite the improvements in this area, Australian education still lags far behind the rest of the world. In 1973, only 35.3 per cent of over 17 at school were at every level of educational attainment and position, women behind men in numbers: in 1976, there were 19 women professors at universities in Australia as opposed to 1,029 men.

The report has been met with enthusiasm, if predictable, from the various pressure groups. The chances of its implementation in full, however, very limited.

The landslide victory of a Liberal-National Country party in the election underlined the mental conservative nature of Australian society. The general enthusiasm for the report's proposals is also seen in the future vote winner.

### West Germany

## Bonn may tighten call-up regulations

by David Dungworth

The Federal Constitutional Court in Karlsruhe has temporarily suspended West Germany's National Service Act. A final ruling on whether the law is unconstitutional is to be given in March.

Since the Act came into force in August, 1977, young men in the Federal Republic have been able to avoid the 15-month period of military service simply by informing their local call-up office in writing that they are conscientious objectors. They then become liable to do 18 months' civilian service working with the Red Cross, youth organizations or handicapped children or serving as orderlies in hospitals or old people's homes.

Under the revised regulations new objectors will have to justify their reasons before a tribunal, as they had to before August.

The decision of the Constitutional Court represents a further setback for a highly controversial piece of legislation. When the original reform Bill was blocked by the Christian Democrat majority in the Bundestag, the Upper House, the federal government reworked it in such a way that in the opinion of their legal experts it no longer needed the assent of the Upper House. It was then presented direct to President Walter Scheel for signature.

Opposition members of the Bundestag, together with the state governments of Baden-Württemberg, Bavaria and Rhineland-Palatinate, responded by bringing a joint action in Karlsruhe to have the law declared unconstitutional. Their case was based on three main contentions.

First, they argued that by abolishing the test of conscience the Act had restored the distinction between genuine conscientious objectors whose rights were protected by the Constitution and those who merely preferred the freedom and comfort of civilian service. Many reluctant conscripts were also well aware that the current shortage of civilian service places meant that they would have a good chance of escaping altogether.

Second, the Christian Democrats claimed that given a free choice so few West Germans would opt for military service that by the end of the present decade the strength of the armed forces would have fallen below the level necessary to guarantee the country's security.

They maintained, too, that the Act did in fact require the approval of the Upper House because it not

only encroached upon the jurisdiction of the Bundestag but also radically changed the existing legal situation.

In deciding to reintroduce the test of conscience the Federal Constitutional Court was apparently influenced by the enormous rise in the number of young men claiming exemption from military service to the second half of last year. The July figure of 2,621 shot up to 7,517 in August and after a slight fall in September reached 10,563 in November. This was more than the total for the whole of 1976.

At the court hearing in Karlsruhe last month government spokesmen admitted that if the trend continued the defence capabilities of the armed forces would soon be in jeopardy. Many former supporters of the option system, including Federal Minister of Defence Herr Georg Leber, have been deeply disappointed by the response it has produced.

They have therefore proposed a number of changes designed to make civilian service an "unpleasant alternative" to military service. It should be extended to 24 months and the supply of places rapidly expanded to take over 100,000 who reject conscription. All conscripts should have to provide residential accommodation and objectors would no longer be able to live at home.

### South Africa

## Black schooling 'not inferior'

from Louis Hotz

JOHANNESBURG The retiring Minister of Bantu Education, Mr M. C. Botha, has forecasted "changes, adaptations and improvements" in the education of African children in the year ahead but has rejected suggestions that the separate Department of Bantu Education should be abolished and replaced by a single department for the education of all population groups in South Africa.

Mr Botha is shortly due to relinquish his portfolio, as well as that of Bantu Administration. No successor has yet been named.

In an end-of-year message, in which he hinted at imminent changes in the system of Bantu education without indicating their nature, Mr Botha claimed that considerable progress had been made in the education of Black children in the past two decades under his department.

It would be meaningless, he said, to transfer it to another department. If it would serve any purpose the word "Bantu", with its emotive implications, could be

dropped and another name found for the department.

Mr Botha emphasized that the education provided for African children under the existing system was not inferior to that of white children. The syllabuses, he said, were "in the main" the same and so were the examinations. If there were any differences between the two, they were to be found in the quality of the teaching and not in the content of the syllabus.

As for the disparity in the per capita expenditure on the schooling of white and black children, Mr Botha said that this was due to differences in the "circumstances" of the two groups. In any case, he stressed, expenditure on African education had increased greatly in recent years.

The Minister urged parents to do their best to ensure full attendance of pupils in the black township schools in the coming year. It was announced later that he was preparing to meet representatives of the Soweto Parents' Committee and of the African Teachers' Association to discuss proposals they had made for reforms.

### Republic of Ireland

## Union wins campaign for higher grants

from John Walshe

DUBLIN

Weeks of campaigning by the Union of Students in Ireland (USI) was followed before Christmas by a substantial increase in higher education grants for the republic's third level students.

The £1m package announced by Mr John Wilson, Education Minister, raises the maximum maintenance allowance from £350 to £500 a year. The increase has been backdated to the start of the academic session in September. The USI, while welcoming the increase, warned that a more realistic maintenance allowance would be £800.

There are about 6,300 higher education students getting grants; they all get the full cost of their tuition fees and while a maintenance allowance depends on parental income and the number of children in the family. A further 3,200 are on a variety of scholarships or other awards and some of those will also increase to correspond with the grant rises. There are 35,000 full-time higher education students in the republic in all.

The USI, which is claiming a major victory, is still unhappy that the eligibility limit has not been raised. To qualify for the full £500 maintenance allowance a family with one child would need an income of less than £2,626 a year, while a student coming from a family with over £4,200 a year would not benefit at all.

A second organization in the republic is also claiming a pre-Christmas victory for its members. The Association of Secondary Teachers, Ireland (ASTI) had threatened to go on strike in a Dublin boycott because of the setting up of a board of management. The authorities of the school have now agreed to disband the board—which was to be a model for other Catholic secondary schools—and consisted of six nominees of the trustees, two parents, provision for one teacher and one co-opted.

The key teachers argued that the board was undemocratic and they began a work to rule. Intensive negotiations prevented this action escalating into a full-scale strike and the talks produced a new formula agreeable to both parties.

In future the school will be managed by a chief administrative officer, who will be a legal manager of the school, and he will be assisted by an advisory four-member council nominated by the trustees.

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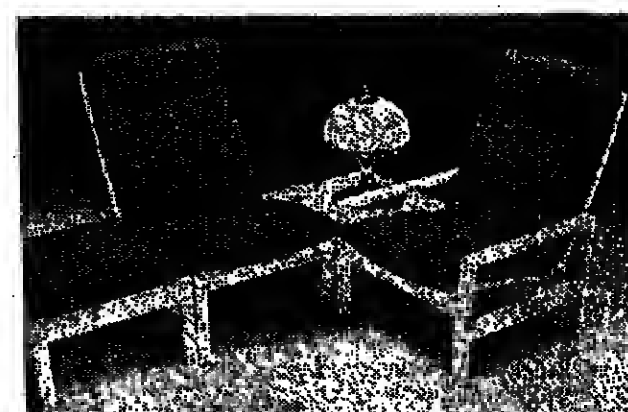
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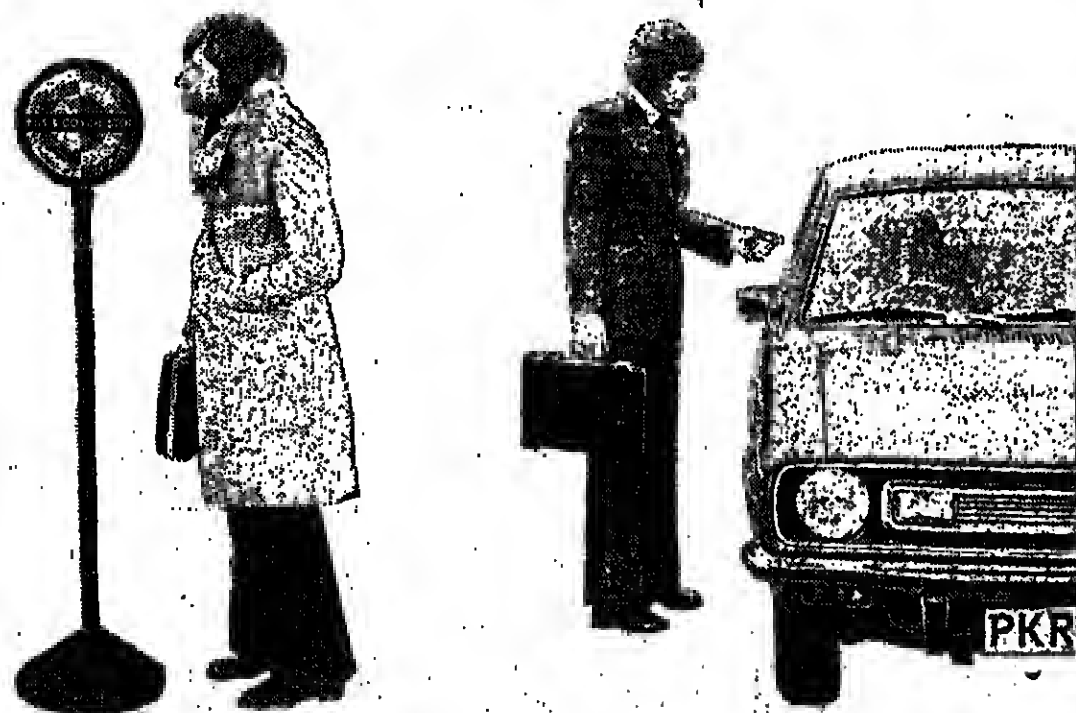


## LETTERS

## Exam board Black child-jumped gun' white world

Of course children do not like competitive sports. They love them. Witness any extra-curricular youth activities, club sports, even the local football teams in local leagues. The BAGA awards which children have to earn (individually, yes, but against laid-down standards) offer a child the chance to outshine his or her peers and triumphantly go with badges, etc. This

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Sir,—Our enthusiasms can little  
 ice in the wide world: *The Times*  
 Diary of the Year gives three  
 entries for education in the  
 United Kingdom in 1977:

The Taylor report recommending more parent-power in schools;  
Dr Green contributing £1m to a new medical college at Oxford;  
A Muslim teacher was not enlisted to take off to attend the mosque during school hours.  
T. M. HINDS,  
19 Stavertan Road,  
Oxford, OX2 6X1

## Salopian facts and figures

Sir,—Mr Fowler (Personal Column, December 9) seems, not for the first time, to be confused as to whether he was writing as an educationist or as a Labour Member of Parliament. Which ever hat he wishes to wear he still really should get his facts correct.

As a member of Sikkim (not Shropshlu those days) local education authority I am afraid I failed to recognize the description of our actions. We have not proposed any anti-whitewash; all we have done is to expose what evils would be necessary to meet certain guidelines which have been decreed by Mr Fowler's Government.

The figure, however, were exposed by our council in November over for reductions of £1,300,000 over all services. Mr. Fewster says some will blame his Government. That is right he is. These reductions were exposed in direct response to the Governments spring white paper on public expenditure and the paper quoted actual reduction of 11 per cent in local government expenditure in Circular 37/77.

We in local government are unanxious in our wish not to cut services, but we are also responsible enough to fall in line with

## Support for scientology

Str.—Remarks attributed to me in Lucy Hodgas's article on scientology and vat (December 23) are somewhat editorialized so I trust this latter will correct a few points.

This case gave us a tremendous opportunity to prove the very substantial number of academics who support L. R. Hubbard's educational methods and who made comments such as "we in the mainstream of education have things to learn from the college".

We are not concerned at the costs involved. The important matter is that the educational facilities and subject matter and methods at Saint Hill have been validated publicly. This fact is somewhat lost in Miss Hodges's article.

It is of interest that not a single witness appearing for the Commis-

board comparability. What effect on comparability of standards between the boards of adjustments made by IMN on the basis of subject comparability criteria which are presented by the other boards over that only whites are successful and British. Children, however, do not like to be different from the group, but these black children must be shown that they are not inferior.

Mr Vickerman hopes word of their colour and afro hair furnishing JMB report and to be interested in their own enable a "more informed dancer's culture, and that of other take place on this complex people. However much this attitude It is a pity the JMB did not encourage at home, if it is not the outcome of that debate reinforced by the school the child's

taking action on its own.  
LESLIE COHEN,  
Faculty of Mathematical Sciences,  
University of Southampton.

Government policy on welfare and social services. We must not lose sight of the fact that our neighbours and friends along the coast are also dependent on our resources. It is to study distant dynasties that we must first study our own traditional heritage. We must not be afraid to share the cultures and traditions of our neighbours. Sharing the cultures and traditions of our neighbours is not only good for our society but also for the welfare of all the people in our society. We must not be afraid to share the cultures and traditions of our neighbours. Sharing the cultures and traditions of our neighbours is not only good for our society but also for the welfare of all the people in our society. We must not be afraid to share the cultures and traditions of our neighbours. Sharing the cultures and traditions of our neighbours is not only good for our society but also for the welfare of all the people in our society.

We have tried in the education system to enrich the knowledge of people field to safeguard pupils' own and brought up with solely ration and capitulation, two fields of British traditions.

which we put great importance. This sharing of cultures will lead children to respect people more believe we were right to look instead of opposing minority groups the Government insisted on through fear and ignorance. bolding note, at school meals.

Wa In Salop subsidize BILLIE WINDSOR,  
meols by £3m, this company Secretary, Merton Harmony Group  
total expenditure on social in Wimbledon.

## Communication breakdown over design

From the "true blue" pipes of the... During November 1977, we...  
Powell writes about that time... a sixth-form conference...  
Fowler's own Government... teaching design technology as...  
they who have got the... "saw", at Shorefield College...  
into this state where public... (Runcorn, Surrey) for sixth...  
tutors ends or necessary... owners currently studying design...  
technology subjects at A level...  
P. WARREN HAWKSLEY, 71 Students who attended cam...  
Salop county councillor... technology subjects at A level...  
Prospective Conservative... from Berk's, Bucks, Hants, Surre...  
programme for data for The Work...

entology

tion of Customs and Excise. The particular interest to the college at Salin Hill is the response to the question "Did you previously take any courses or counselling." Nor that there is a national shortage of design technology teachers?; & Miss Hodges, who had his design "No."

The Church has had its share of "No."  
 court aid will, no doubt, be expressed by the DEAs.  
 others. It may indeed serve as a BAA adviser, head teacher  
 others to understand the science of organization and teachers  
 educational technology, as well as the shortage of teachers  
 educational expert who studied regarding the shortage of teachers  
 feel decisive in my belief that technology teachers has no bea  
 college has educational facilities communicated to the potential  
 students who could solve the problem.

can understand why they would not be anxious to spend considerable sums of their own money and time making the fullest use of its sources."

**TOM SHUSTER**,  
Director of public affairs,  
The Church of Scientology,  
Saint Hill Manor,  
East Grinstead, Sussex.

The present channels of communication are apparently ineffective. Perhaps TBS readers may have some ideas on how to make impact on sixth formers!

**LARGER A. SMALLY,**  
**DENN FENFOLD,**  
lecturers at Shoreditch College.

## Icebergs ahead on testing voyage

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# Tablets from the mountain

James Mason argues that  
A level history students are  
denied any initiative  
in formulating the questions  
they might wish to ask

In all the discussions of the last 10 or so years about the teaching of history in schools, A level history has been largely ignored. Perhaps this is not surprising. Innovation in history teaching below the sixth form has become a practical possibility.

This may well account for the lack of attention to A level. But I believe it has really been preserved from criticism and change by a deeply ingrained attitude among teachers in secondary and higher education.

The transition from fifth-year courses to A level involves a rite of passage to "real" history. It is a matter of leaving behind childish things and getting down to the serious business of becoming a specialist. The subject is now the thing and the pupil-initiate must learn its ways.

Since the pupil is a volunteer, the pressure to entertain is off. So is the pressure to simplify. Teacher and pupil can begin to share the complex language of the specialist. For some teachers this is the pay-off for the unrewarding business of teaching history below the sixth form.

No one thinking like this is going to question the principles behind the one secure and worthwhile activity of their professional day. Others may realize that the language of the specialist is difficult to acquire; that the teacher is faced with a formidable problem of mediation between subject and pupil.

But there is still the overriding feeling that there is nothing basically wrong with the A level set-up as a whole. It is seen as the gateway to the complex world of the professional historian, the gateway to the subject as it is studied at the university.

To view the A level course except in terms of university history, to think of it independently, or even as a continuation of methods and approaches used in the new fifth-year courses, is again as a betrayal of a responsibility to both subject and pupil. History at A level is real in a way that it has not been before.

My argument is that history at A level is unreal, and that it is neither an adequate training for the would-be university specialist nor a constructive educational experience in itself. The conceptual view that links it to the subject studied at university, and which considers A level studies real and valid in the light of this connexion, is precisely the view which consigns A level to a realm of total artificiality. Billed as an apprentice, the A level historian is merely a mimic.

The root of the problem is the way in which history has been perceived. For a long time historical knowledge has been seen in terms of a hierarchy, with the university subject at the apex and the school subject ranged beneath it in various levels. The frame of reference set at A level is, in however reduced a form, the one provided by working historians in the universities.

The sixth-form pupil receives history on tablets from the mountain, and when the gods quarrel, pupil and teacher scuttle together to its foot to attempt to piece together a jigsaw consensus from the wreckage. The consequence is that pupils are denied all initiative in formulating the questions they wish to ask, and in identifying topics that they would consider worth pursuing. Instead, they are expected to operate with their less mature minds in a field prescribed by very mature minds.

Since they cannot engage in the very highest level of historical activity, they are asked to deal with a watered down product of that activity. Since they cannot make a contribution to historical research and understanding, they are required to rehearse mental skills using the material that "real" historians are producing.

The effect of all this on the process of teaching and learning in the classroom is devastating. Time is at a premium, so there is little opportunity for the sort of exploratory discussion work through which people begin to make real sense for themselves of what they are being asked to assimilate and understand. Reading and essay writing become mechanical processes, chores to satisfy the requirements of the syllabus rather than personally motivated tasks in pursuit of knowledge felt to be important.

Dominated by its supposed relationship to university history, the subject at A level has become a game. Pupils are asked to exercise the skills of historians in a context that renders them meaningless. They are asked to go through the motions of forming a judgment, knowing that someone else knows better. They are deprived of the one thing that makes intellectual activity meaningful—the power to initiate, to ask questions and find answers for oneself.

The sort of problems that A level pupils should be invited to think about should include questions of value. Questions of moral and social value lie behind the inquiries of every working historian. The study of history automatically raises questions about the values held by individuals and societies, their motives, their ideas.

Yet how often at A level is a pupil invited to make a personal contribution to the debate? At any level of study the attitudes of students should count. Historical understanding is developed by taking account of these attitudes and encouraging their expression and development, not by denying their expression in the interests of some unidentified moment of maturity in the future.

New approaches to A level call for a fresh look at the material available for study. A new set of materials needs to be developed which the special needs of the A level pupil in mind.

Pupils are faced with "problems", "periods", "causes" and "consequences", but both the topics and the available answers are received from above. It is difficult for a pupil to feel at home to a subject under these conditions. There is nothing to experience, and

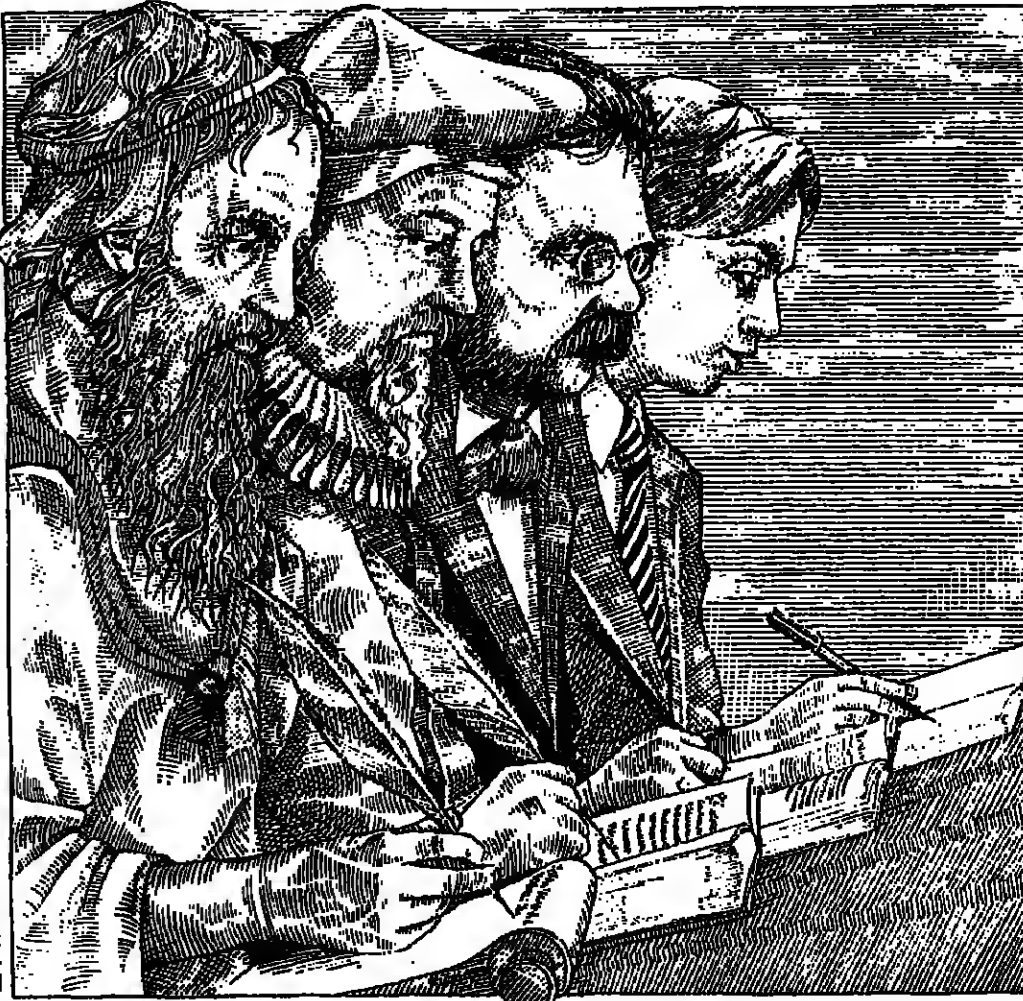


Illustration by Graham Phipps

nothing to share with the rest of the A level group.

Contrast this with a literature class which has before it a common text—novel, play or poem—which can be experienced by both the individual and the group, and which provides an arena for exploration, discussion and personal contribution. We need common texts for A level history.

They will contain mainly primary but some secondary sources. They will not, like most collections of documents, be illustrative of a theme or idea, and therefore suitable mainly for exercises in the skills of comprehension. They will relate instead to specific situations involving individuals or groups of people in the past. Such a cluster of sources, visual as well as written, will amount to a dramatic presentation of a human situation.

They will not present the fullest possible, nor necessarily the most balanced, picture. The picture will be partial, so giving the pupils room to manoeuvre. Within the arena formed by the presentation they will conduct discussions, form judgments, and identify the issues that should be followed up and explored.

Inevitably, the questions to be followed up will involve reading far beyond the text books. Pupils will be motivated to read more widely, more energetically and more critically than is the case at present. Armed with further knowledge, they can look again at the stimulus and evaluate it.

An example of material with which I have worked is the case of James Nayler. In 1656 Nayler, a Quaker, entered Bristol on a donkey, in apparent imitation of Christ's entry into Jerusalem on the first Palm Sunday. The story of his examination, the various punishments inflicted on him, and the impact of his case on Parliament and Oliver Cromwell, can be traced in the pamphlet literature of the time, and in Burrows's Diary.

The material is vivid, full of human interest, and raises problems that can lead to general or detailed studies of the constitutional, social and religious issues of the Interregnum. Selected documents have been clustered around two focal points—the figure of Nayler himself and the Parliamentary debates about him. This provides pupils with plenty of material on a specific situation.

Documents have been edited, but not pre-digested. There is no chance to express personal reactions, and to engage in debate on issues of human interest before the process of exploration into specific

historical issues begins. The common text, presented vividly and not cluttered with other people's interpretations, provides an involving experience and a common point of departure. The material acts as a stimulus, and is also sufficiently dense to require further exploration in itself.

The idea is to enable pupils to be active in their study of history, and to become contributors. It is not an attempt to turn them into small-scale research historians. That would be to substitute another ill-conceived orthodoxy for the present one. School history should not be about creating professional historians, but about pupils making sense of the past by using all their faculties.

They should neither be required to exercise skills in isolation, nor to reserve judgment till they are older. We must dismantle the hierarchical view of history, which assumes that only the most knowledgeable working historians are entitled to ask their own questions and pass their own judgments. We must admit that people are motivated to learn, and do so usefully, only when a value is put upon what they can offer, and when their maturity is assumed to the interests of its own development.

Approached from the point of view of the pupil, rather than from the prevailing point of view of the subject, A level history might begin to look very different. The implications for the content of the exam (and for examining procedures) are large.

When change does come, it will be as much to the benefit of the intending university specialist, who, with luck, will not have spent his A level year doing a crammed version of large chunks of the university course, as it will be to others (the majority for whom we must begin to enter), who will specialise no further, but will have tasted something of the excitement of historical inquiry and discussion that so many adults now claim they have discovered only long after leaving school.

But if there is to be a move for change, where will it generate? Teachers of history in schools and further and higher education are laid out on a ladder much like the prevailing view of their subject. The future of history teaching at all levels depends in part upon the recognition that there is a community of teachers of history, as opposed to the hierarchy of practitioners we have at present.

James Mason formerly taught English and Drama at Bicester School, Oxfordshire. A longer version of this article appears in the current issue of *History Workshop Journal*.



# Starting out

Brian Simons has been teaching in Hackney in the East End of London for six years. Here he recalls some of his early experiences

I got a job as an assistant in a local special school. The head, Mr Modison, was a marvellous bloke. He was personally very kind to me. He knew I was in a bad state and he was really helpful. He just said, "Do what you think makes sense, I can see you like children."

I remember in his office, which was next to the nurse's room, there was a girl who had just tried to commit suicide. She was 11 years old and I remember she came running in in tears complaining about one of the teachers. He sat at his desk and talked to her. He was good at doing tricks like taking things out of his coat like a magician and in two minutes she went out really happy.

He knew what he was doing. He had had a hard life. He had been in a prisoner-of-war camp during the war. He died of cancer while I was at college. It was at that school that I saw teaching as being something you could do with a sense of morality, and I decided to apply for college. About the same time a friend of the family, an old socialist, was a doctor, used to chat to me and he helped

me to understand economics and everything started to fit into place.

Working at the special school was terrific. There were kids of all ages there. There were kids that were epileptic, kids that were asthmatic, some who were just nervous, or undernourished, kids who were autistic, kids with brain damage, and yet on the whole it worked because that place was for them. It was the kids as people that counted. If a kid had a fit someone would say, "Oh, she's having one" and nurse would go "Oh, there she goes again". It was just normal routine—part of life. The younger kids helped out and so did the older ones. The atmosphere was gentle. The rules were sensible and fitted the people. The children were there because they could not cope with normal school life but then school did not seem to be a very normal place to me except this one. It did not seem odd to me after that to think about teaching infants. I thought it would be nice to be with kids.

I started reading child psychology books and visited Sunninghill School. The head of my old school wouldn't give me a testimonial for college but he agreed to let the deputy head write one for me and I had the qualifications to get in, so I filled in all the forms. I went into Goldsmiths' College in Lewisham, feeling very lucky. I had a very good tutor and head of department for education. They were both people who genuinely cared about what happened in children from day to day and they were not going to take any of this stuff about teachers being self important or dis-

regarding children's feelings. They were doing their job. Something useful as they saw it. Which was to influence people into caring about children and to be creative about their job. Involved and inventive.

We went into classrooms and analysed what was happening and the course made sense to me because you could be critical and your views were taken seriously. There were some funny ideas about when I was at college. I think some students basically thought all was well with the world. They followed ideas like following fashions, but they did not really think anything needed improving. It was as if they never stopped being teachers' pets. And then there were some stupid ideas that were supposed to be "progressive", like you didn't need to teach children to use pencils because in the coming age of prosperity they would be using typewriters. "Deschooling" was fashionable—as if you could just magic away schools and make a free society. But there was a lot of serious studying. Some of it, patient research which was full of insight.

I was doing the infant course. There were only two blokes and about a hundred girls. It was rarer to get people who were just in it for the career than in the junior or secondary departments. My room-mate was doing secondary. He just had his sights set on a headship and a comfortable chair. I was mostly friendly with other art students. I did that as a main subject one day a week.

We studied children's play and language and the book-lists were good. The course was divided into philosophy, psychology and sociology. I found philoso-

phy and psychology really exciting and sociology was empty and boring. I used to play a game about landing in space. I always had to do the best I could. I used to read every single book that had been written on it. Sometimes I would mean waiting weeks after the deadline. They were very patient and at point you and were taken up—just ignored nothing.

I didn't think about it being unusual to do infants. I was very idealistic. I first went into teaching. I had a taste of the way teachers are pampered and think that they're very important through college: the art side of the course is pretty shallow and pretentious in some ways. I suppose saw myself as a bit of a missionary.

We had been on teaching practice at visited some schools. In one school a head was obviously very dominant; everything had to be run her way and the same project was happening in every class all the time, but I just thought it was some kind of isolated nut. I didn't really understand the position of head and the power they have got.

I came to Hackney to teach by choice. It was my third teaching practice. I made up my mind. I was teaching in a school in Bow and I'd just been in a very middle class school. There was a lot of serious studying. Some of it, patient research which was full of insight.

I was doing the infant course. There were only two blokes and about a hundred girls. It was rarer to get people who were just in it for the career than in the junior or secondary departments. My room-mate was doing secondary. He just had his sights set on a headship and a comfortable chair. I was mostly friendly with other art students. I did that as a main subject one day a week.

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Five years ago, when I first got there I was quite reluctant to take authority. I didn't really want to be the boss and it took quite a while getting used to what other people wanted you to do. In your first year you have to pass a period of probation. Maintaining discipline. I should think ranks quite high on the inspector's list of criteria, and a lot depends on whether the head likes you or not. When I first went there I was quite superior; I wanted to tell them all how to run the school. But then I got more to thinking about how I was going to deal with what I could deal with. I think it's hard work; I feel emotionally exhausted, but you get a kick out of it when a kid really takes off.

For instance, if he is quite worried about writing and has suddenly shoots off and he's written three pages and he's all pleased with himself. It's all the tension—they're doing things all the time, and making things and sorting things out and finding things out that they think are important. You can see it all happening. Kids are very transparent.

Now and then the work is project based. But I never know how the day's going to happen when I walk into the school in the morning. There'll be particular things that'll carry over from the day before, like if somebody wrote about such and such a thing and didn't finish it, or there will be particular things to do for assembly or parents' afternoon—a play or something. I try to make them topical for the parents, and they invariably have a moral. At college, we only discussed intellectual indoctrination; we didn't talk about discussing the state of the world with the kids for instance, or taking them in a march protesting against the cuts and telling them we're trying to save Miss's job.

If they push or shove in a line, one teacher might say: "Stand up nice and tall like a nice policeman!" Whereas I might say something about thinking you're a boss. So if somebody's pushing, the kids will think, "Ah, he thinks he's a boss." That is to some extent to please me, but then they will relate it to what they know about my life and about theirs and do what they want with it.

When our lollipop man died and was not replaced because of the cuts, we did graphs, calculated the vehicles passing at different times, and I set two children the task of finding out and writing down why we did not have a lollipop man. What they wrote sounded as if someone opposed to the cuts had dictated it to them. I had not, but it was implicit in my outlook and they thought so too. If the atmosphere in your class is relaxed enough all kinds of quarrels, questions and disagreements arise and can be discussed. That is going to be more difficult in the future if class sizes go up; you obviously have less time and become less accessible as a person if you have a lot of kids to look after and be responsible for.

These extracts are from *Working Lives*, Vol. 2: Hackney 1945-1977, published last month by Centre for the Study of the History of the Hackney Workers' Educational Association (16.00 paperback, 35p). An exhibition of the photographs included in the book is available free of charge for schools in Hackney.

# Bungling in the jungle

How fair and effective are the ways in which adults try to settle disputes between school students? A teacher proposes a new kind of arbitration in which students themselves would play a major role

"One moment we were in the middle of a quiet play-reading, next moment these two were screaming at each other at the tops of their voices. Quite extraordinary. Some long-standing dispute, apparently, though goodness knows what about. An obscure piece of jungle warfare, I suppose."

The stillness among teachers to the world of inter-pupil disputes varies—from the concerned but powerless to the resigned and disgusted—but there's a common factor, in general, one common factor: it is beyond them. Teachers, and most other adults, are outsiders. What happens and, even more, why it happens, remains obscure.

Adolescents should have the right to privacy in their internal relationships. How else but by being left alone will they learn the necessary skills of social politics? Most teachers would, I imagine, subscribe to some such dictum as a basic guideline for practice.

Qualification is inevitable, given the frequently aggressive reality of pupil life in and around school. There are rather too many incidents leading to suspension which have their roots in inter-pupil feuds and rivalries. Teachers and parents cannot feel at all happy about pursuing a general policy of non-intervention.

Any action taken by concerned adults at the stage when an argument has reached blows or broken bottles must very often be arbitrary. It is hard for adult intervention to be fair or effective if it is not based on an understanding of crucial facts.

An incident in which I became entangled recently, which I will call the "Jane Staines Affair", made me wonder whether the usefulness of adult participation in "kids' business" might not be improved.

It was a boy-girl dispute. The boy, Clint, was a 15-year-old West Indian, already suspended for disruptive behaviour and attending a special unit in which I am a teacher. The girl, Jane, was a 14-year-old white pupil in a local mixed comprehensive.

Clint had the close support of a social worker and a teacher as well as a dedicated mother. Jane's parents were deeply concerned with her welfare—not afraid to use the school. These features of the story make it typical. But the nature and intensity of the *frictions* are typical of hundreds of in-school disruptions.

The first I knew of it was when the

social worker phoned me to say that Clint was being heavily warned off by Jane Staines's parents, who claimed he was threatening her with violence. The parents were saying they would go to the police if he didn't stop.

Clint could ill afford the police; he already had two cases pending for other minor offences. I warned Clint to "lay off" whatever it was, however angry he felt. A week went by. I was then phoned by Jane's school who said that her father had been in touch with them, and was going in phone me.

He did. He wanted a meeting of all parties in the affair. Would Clint agree? The father was of great points to be reasonable. I asked Clint. He agreed, but wanted Jane there, his social worker, and myself—but not his mother. The meeting was arranged.

The parents opened proceedings by stating their case. They would try to be fair, they had no racial bias, they knew their daughter was telling the truth. They had overheard her talking to Clint on the phone and dragged the story out of her. Clint had been threatening, mainly via go-betweens, to "do her over" for something she was supposed to have said. She didn't know what.

The parents didn't want to make trouble. They'd met his mother and thought highly of her. But why was Clint so unfair to her? Everyone knew of his reputation as a thug.

Clint came back vehemently. Why did everyone always blame him? What about some other boys who really deserved the reputation? Of course he hadn't seriously intended violence. It was just a small private matter. Jane knew perfectly well what she'd said about him.

Argument continued along these lines for some 25 minutes. At one point Jane's mother, who had been gadding increasingly agitated, began to say that as a matter of fact she didn't really like her daughter going out with black boys; she preferred her to stick to her own kind. She quickly accepted, however, that this angle was unproductive.

What the discussion did produce was a strong indication of the negative role played by the attendant go-betweens, "well-wishers", in the affair. Whatever the original remark had been—Jane was reputed to have confirmed in some way that he was, indeed, a girl-basher—had been long lost in the toing and froing between the two principals. It seemed doubtful whether Clint had really intended to carry out his threats—but with his mates to impress, he might have done.

It was finally agreed that Clint and Jane should be allowed to talk alone for two minutes. The mutually-embarrassing confrontation lasted hardly that long, but it could fairly be assumed from the girl's increasing coyness that she had said something which was not very seriously meant. Afterwards, Clint publicly promised to keep right away from Jane and not to pass any messages to her. As far as we know, he kept his promise.

All participants seemed to have gone away satisfied. I wondered what points of general significance lay in what had happened. It was tempting to assume that the quarrel contained a sizable racial element. Subsequent remarks by Clint about Jane and her current white boyfriend suggested to me that he had perhaps "faucled" her, but that she was off-limits on racial grounds, for anything except "negative" attention.

Was he also, quite naturally, what I will have to call "over-sensitive" to any insult which could be interpreted as racially prejudiced? I don't know the answers, and I wouldn't ask Clint for them. What

ever the real fuel for the dispute may have been is probably of less importance than the way in which peer-group pressure on both sides wound up a minor private wrangle into a dramatic confrontation.

Adolescents' thirst for drama, for action in buy-girl manoeuvrings, is an obvious enough motive factor. But beyond that I was struck by the apparent absence of anything positive in the contribution of the "well-wishers" in the dispute.

The parents' particularly showed unusual confidence in using available agencies of support. The quantity of time taken resolving the tangle was, however, small: an hour in all. The kind of involvement required was of low intensity. We were there to provide two things: a "safe" environment in which the grievances could be aired and a recognition that the dispute was important, that it mattered.

Such disputes are a natural part of any adolescent society, part of the learning process. They occur in plenty in most schools, fuelled by sexual interaction, jealousy, racial tension. But is there a better way for parents and teachers to use their talents than in picking up the pieces after the explosion? Schools are no more immune than other institutions in society from pressure towards violence, but they seem painfully bad at teaching any alternative peaceful method of settling arguments.

If practice is the best form of teaching, then schools should ideally be aiming to provide some structure through which potential violent opposition could be talked out rather than fought out. The only kind of arbitration that kids would accept as valid (and the only structure that would teach them any positive social skills) would be one in which they played the major role.

How that "major role" should be created, what exactly it should consist of, is, and ought to be, open to many different interpretations. If the idea of some kind of arbitration panel is accepted as a basic model, then remains the open problem of the composition of that panel.

The least risky forms might include provision for a panel consisting of representatives of parents, year-leads, pastoral staff and, where appropriate, welfare agencies, before which the protagonists could call their own witnesses. But would such a model seem credible and therefore powerful to the pupils?

If an alternative scheme were tried, whereby pupil representatives, elected from every year, were included as members of the panel, the risks might be different, but as serious. The school population would be more centrally involved, but there would be a considerable danger that representatives might be victimised for their role in disputes. How could they attempt this delicate balance between involvement and detachment?

In spite of the undoubted problems, however, I believe that limited experiments would have a good chance of establishing the credibility of the idea, particularly if schools made it clear that referral of problems to a school arbitration panel was the only definite alternative to ultimate suspension or court action.

There is evidence, if you look for it, of much positive potential on all sides, potential that is frequently frustrated and turns sour through lack of a suitable outlet. Teachers do want to play a more effectively preventive role: many parents are concerned about their offspring; and the kids themselves can frequently be seen to be asking for some kind of recognition of the public reality of their own world from the adult community.

It is worth a try. Teachers and parents could be better employed than as mere touch-line judges in the jungle warfare.

The writer is a teacher in a unit for suspended pupils.



Photographs of Brian Simons by Neil Harrison



# The elusive subject

Image-Music-Text: essays selected and translated by Stephen Heath.  
By Roland Barthes.  
Fontann £1.50. 00 634880 7.  
Language and Materialism: Developments in semiology and the theory of the subject.  
By Rosalind Coward and John Ellis.  
Routledge and Kegan Paul £4.50. 7100 8620 2. £2.25. 8627 X.

After roshly agreeing to review these two books, I have been brooding over them for several weeks now in the hope that my impressions of them would gel into something manageable and readable that I could put confidently on to paper. But who is "I", and what is meant by "my impressions"? Such simplistic concepts have been drastically undermined by modernist French culture, of which the two books are very typical examples, the first directly and the second by reflection. And if, for professional as well as personal reasons, one has to take modernist French culture seriously, one (O blessed "one", that allows one to grope one's way tamperingly through the cloud of unknowing!) has difficulty in laying one's hand on an identity that will preside over the composition of the article.

We have come a long way from those earlier phases—the Renaissance, the Enlightenment, the Romantic Age and the post-Nietzschean era—when modernism meant primarily the self-assertion of the individual. The catchphrase now is: after the death of God, the death of Man; which, being interpreted, seems to mean that the modernist individual can only be aware of his particular self as a subject-object oscillation, a modest purple bleating in the sea of language, not so much a full-blooded identity as a fairly accidental ideolite. Nothing could be more out of date at the moment than the robust Cartesian assertion, once thought to be the foundation of French culture: *Je pense donc je suis*. "I" has become gaseous, "to think" is to shuffle enigmatic signifiers, by means of deceptive signifiers, and "to be" is an empty tautology. The sentence should probably now run: *Ca me pense plus ou moins, et on ne sait pas trop ce qu'on est*.

How this crisis of the subject came about is a complicated story but, for the sake of argument, we can perhaps date it from the point at which Rimbaud, before lapsing into definitive silence, penned the schizophrenic dictum: *Je est un autre*. Then Freud's distinction between the Super-Ego, the Ego, and the Id, appears on the whole, and in spite of Freud's intentions, to have advanced the latter term at the expense of the two former. We are all visibly rooted in the Id, but how can we be sure that the Ego and Super-Ego are anything more than transferred mirages of shifting social prejudice? Sartre, although officially anti-Freudian, later added to the uncertainty by telling us that being-for-itself is an anguished emptiness, always rushing to fill its void with those borrowed patterns of collective bad faith that are falsely known as "human nature". He urged us to be "authentic", but neglected to explain how a void can have substance, i.e. be a subject.

More recently still, structuralism and semiology, which are, as it were, two aspects of the same doctrine, have shown that we live all the time in a forest of signs and symbols, linguistic, social, political, aesthetic, etc. Indeed, we are those signs, each of which has no inherent significance in itself, but only takes on a meaning in relation to the other parts of some pattern. "I" is the place or space (le lieu or l'espace) in which a number of these individual signs intersect, and all signs being non-substantial, are polyvalent, at least potentially so. "I" has no more a soul than

How can one nodal point appreciate or pass judgment on another? A little hesitantly, John Weightman examines some luxuriant growths in the forest of contemporary French intellectualism

"depth" than the tie I put on in the morning (if I am the sort of person who still wears a tie, tie or no tie being a primary social sign: age versus youth, constraint versus liberation). A tie is a non-necessary survival of the orchaic neckerchief, a sign of class, class, wealth, a transposed sexual symbol—pendant, bulky or controlled, an aesthetic object on the spectrum between discretion and vulgarity, etc. Similarly with "my mental furniture, all the items of which could be categorized according to the various collective frameworks into which they fit. In short, I am just a multi-dimensional nodal point, and self-knowledge is at best an inevitably imperfect awareness of the fluctuating modes of my nodality.

One must admit that this is not a strong position from which to write a review: how can one nodal point appreciate or pass judgment on another? Perhaps this explains why so few reviews in the present avant-garde French journals ever get to the point of saying what the book ostensibly under discussion is about, supposing it were about something (but can there be object without a subject?). The reviewer, who is really "not there" as subject, can usually do little more than agitate the irrelevant web of the signifiers from his particular, punctual stance, thus producing, in echo, another uncentred procession. So, dear English reader, bear with this uncertain "me" wielding the pen, as it wobbles between existence and non-existence in its manipulation of uncontrollable signifiers.

Fortunately, there are one or two things that can be said about Image-Music-Text in a traditional way. The volume brings together 13 essays written between 1961 and 1973 and illustrating different facets of Roland Barthes' thought as the most eclectic of the Parisian modernists. I have not been able to check the translation with the originals, but it seems to me brilliant and as good as one could hope for in the case of such material. Since 1973, in Barthes' *Barthes and Fragments d'un discours amoureux*, we have, of course, seen the emergence of a less austere more confidential and even—paradox of paradoxes—more subjective Barthes, whose existence could hardly be guessed from these texts; nevertheless, they give a fair sample of his range.

Some are immediately comprehensible as exercises in code-deciphering in the simpler, structuralist/semiological manner. When Barthes writes here about photographic images or publicity material as he also did in the early, materialist work *Mythologies*, he is showing how the apparent message is underlaid or overlaid by various codes operating as half-conscious or unconscious harmonics, which modify the "meaning" and may even supercede it altogether. His point of reference is the deconstruction of bourgeois bad faith: the exploding of capitalist myth, the calling into question of the Law, Father and God in the name of Oedipal revolt. Although he often affects an attitude of scientific precision, he may at times become irritated with science itself as a form of dull determinism. Whether or not one is able, in the Parisian manner, to see the concept of bourgeoisism as

an all-purpose substitute for evil, and Oedipal revolt as the beginning of all wisdom, one naturally assumes him to be asserting the libertarian enlightenment of the subject as individual. That is, if I could instantly decipher all codes, I would be in possession of "meaning". I would be subject grasping "truth" or "reality" as the interrelation of the valid parts of the codes.

But to suppose this is to cling to the old-fashioned notion of the subject as unit and of meaning as finite, which is vigorously argued against, or rather dogmatically denounced, in several of the other articles, and most vehemently in "The Death of the Author". It is as if Barthes, starting from the Saussurian principle that linguistic signs are arbitrary and empty, and only acquire temporary, unstable significance through the juxtaposition of their similarities and differences, felt an urge to go on and atomize the identity of the language-user and to institutionalize the uncertainty of sense. He seems to be so afraid of the restrictive effect of some preexisting authorial persona—could it be the Super-Ego's projection of bourgeoisism?—and so loath to limit himself to any one meaning as being prejudicial to all other possible meanings, that he is ready to deny the commonsensical notion that there is an author who precedes the work, and to see the value of the work as residing not in any definable significance but in the indefinite, "erotic" (to use his own term) expansionism of the signifier.

According to this view, Proust presumably did not write *A la recherche du temps perdu*, not even with his *moi* as a guide; the book having come into being through a punctual agitation of language, we suppose an identity called Proust to explain it. Proust himself didn't know he was Proust until he had written it, and if he thought so afterwards, he was perhaps under a misapprehension. Also, *A la recherche* has no one meaning, nor even an agreed set of ambiguous significations; it is not *signification* but *signifier*, an endless suggestiveness. And the same applies to all sign-patterns: in music (e.g. The Diabelli Variations) and the theatre (e.g. Japanese puppets).

*A la limite* as they say, one can accept some of the implications of this. The greater the artist, the more general he is. *A la recherche* and *The Diabelli Variations* have appeared to countless people with no obvious kinship to the musical. Proust or the historical Beethoven, once the works exist, it is as if they had always been there by the identity of their nature. Shakespeare has no identity or no identities. But (objects a timid little subject, reasserting itself inside the "one"), there were, after all, three physical realities called Shakespeare, Beethoven, and Proust; each occurred at a particular, significant point in the diachronic sequence of the world, for reasons which are beyond our comprehension, each was an original genius, a subject capable of transforming the existing artistic data into exceptionally general and complex semiological patterns. And what they invented, while indefinitely malleable, also has a sort of time, a something called *Midsummer Night's Dream*, which existed before, and still exists after, such modernist directors as Peter Brook and Ariano Mnouchkine

presented it in stiffs and trapezes, a pattern of chess movements on a set of shrapnel.

It is right to analyse the uncertainty of the subject and in stress the ambivalence of the work, but to turn the latter into a total emptiness and the second into an undifferentiated shimmer of possible signifiers, a little of intellectual fuzziness. Would Barthes himself be a professor of the Collège de France number of people had not, in the old-fashioned way, assumed that he was, after all, Barthes, and that his book on the whole, a certain meaning?

Whatever Barthes' theories, his writing is always full of a quicky individuality that helps the not-so-modernist reader along. *Language and Materialism*, on the other hand, although the joint (and, hopes, "erotic") product of two individuals, subjects no punctual stances, presents first contact, a blank wall of abstraction as if language were speaking itself, the voice of iron necessity. On the face of a comprehensive survey of the trends in French thought, we are in a demystification of the complex intellectual realm of the "human" socially constituted process which is a material role in society" and assured that "materialist philosophy... able to provide a scientific account of history and the subject".

If this proud statement were true, the problem of individual identity would be solved; I would know how far I am subject or conditioned subject in relation to language and society. But authors themselves proceed to deconstruct, with constant reference to Lacan, Barthes, Heidegger, Derrida, Kristeva, Lacan, Lévi-Strauss, etc., all signifiers they use so confidently in their introductory pages turn out to have slippery significations, which soon make mockery of the concept of the signifier. Even the term "materialism" loses its solid ground and begins to look like a solid survival from some earlier, pre-physical theory, since Coward's Ellis locates the essential dilemma of subject not on the first two "levels" but on the third, or ideologic, level, which is largely the domain of the imaginary.

Once this is admitted, it is difficult to say how far the supposedly materialist infrastructure conditions the superstructure, or how far the superstructure invents or fictionalizes infrastructure, which it then takes to be "reality". In other words, Marxist ideology may be full of myths as bourgeois ideology is so how can I, as subject, be sure to what I should give my allegiance, i.e. to what I should insert myself as a point?

The commonsensical answer would be that it is not necessary to subscribe finally to either, or indeed to any one system, since no system can be more than a partial mode of language. Coward and Ellis, who clearly have a thirst for totality, want to label their subjectivities as Marxist, but in the course of the argument, they frequently criticize "traditional" or "vulgar" Marxism, that they produce the curious impression of being at once dogmatic and open-minded. Their very last sentence goes far as to present Marxism only as an "epiphany of the future".

Until Marxism can produce a more adequate account of the role of ideology, subjective contradictions, and the role of the family, it will provide a real alternative to bourgeois ideology.

In other words, for the time being, bourgeois ideology works better—an odd conclusion to so anti-bourgeois a book.

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Simple Justice. By Richard Kluger. Andre Deutsch £9.95. 233 96898 2. Retreat to the Ghetto. By Thomas L. Blair. Wildwood House £8.95. 7045 0318 2.

American history has frequently shown that a single Supreme Court case can have as much impact as a President: *Dred Scott* in 1857 hastened the Civil War; *Baker v Carr* in 1962 started a process of electoral redistricting which was to have profound effects on a nation as addicted to the ballot as to baseball; and *United States v Nixon* in 1974 sealed the fate of the 37th President by rejecting a claim that thousands of feet of colluded were privileged materials. Few decisions, however, have had the social and political repercussions of the *Brown v Board of Education of Topeka*—sounded the death-knell of the South's peculiar way of life in which slavery had been replaced by an elaborate system of humiliating laws designed to separate the races on almost every occasion on which they might meet.

The *Brown* decision thus represented a helmed official attempt to give black Americans what Richard Kluger, in his absorbing and exhaustive study of civil rights litigation since the nineteenth century, calls "simple justice". Over 20 years later such an end must surely seem beyond dispute. On the other hand controversy still surrounds the methods which should be used to achieve it. For, although the 1954 decision marked a turning point in the struggle for racial equality in the United States, it also sucked the century's schools and universities into centre of political controversy and imposed upon the judiciary responsibilities for detailed aspects of educational administration which it was not particularly well-suited to discharge. And apart from presenting grave practical problems such as routes to a better deal for blacks were both slow and indirect. Still wonder then, as Thomas Blair's useful survey of black political strategies reveals, that ethnic minorities should increasingly direct action as a substitute for the uncertain processes of the law.

Doubts about the wisdom of tackling such a complicated problem as segregation by judicial fiat were of course expressed almost from the moment the Voice of America began beaming the content of the *Brown* judgment around the world, as Kluger tells us, in 24 languages. Nor were the doubts confined to those who disliked the substance of the decision. In part the doubts stemmed from the fact that the Court seemed to have abandoned the careful course which it had been steering since the dispute

## Not radical enough?

Gillian Peel reviews two new studies of the American blacks' struggle for equality

with Roosevelt over the constitutionality of the New Deal. By taking the initiative in an area as sensitive as race, where neither a Republican President nor a conservative Congress felt able to act, the Court had again brought the issue of its own legitimacy to the surface of public debate; and as the years of the Warren Court went by that issue was to be hammered for all it was worth by Republicans anxious to mobilize a silent majority of bigots. The question of the propriety of the Supreme Court making social policy according to its own interpretation of constitutional morality was raised in the *Brown* case in a way in which was particularly blatant—although Felix Frankfurter, the high priest of judicial restraint on the bench, on this occasion did not flinch heresy in the Court's verdict. In order to overturn segregation as practised in the South the Court had first to overturn one of its own precepts—*separate but equal*—a doctrine laid down in 1896 in *Plessy v Ferguson*. For many years the Court had not been prepared to confront this doctrine squarely; and black pressure groups anxious to improve the lot of their Southern clients had been forced to fight their cases by showing that the facilities provided by states which segregated everything from the school to the soda fountain were not in any sense equal. Now that the Court was prepared to reconsider *Plessy* it chose to make a virtue of the fact that it was departing from precedent and to write an opinion which the lay public could understand. The *Brown* decision was therefore short and comprehensible and its argument depended far more upon sociological analysis than upon technical legal reasoning.

Much of Kluger's book is devoted to the tactics of lawyers and judges as they tried to get around *Plessy's* licence to segregate. Certainly Kluger himself has little but contempt either for the decision itself or the Court which produced it; and he pours scorn upon the manner in which the Fourteenth Amendment was so soon passed which it was amended by judges who either could not see or disapproved of its broad purpose. (Melville Weston Fuller, the Chief Justice at the time of the *Plessy* case, was, in Kluger's view, "the most obscure man ever named to the position" while the men who actually wrote its cruel and hypocritical phrases—Henry Billings Brown—la dismissed as one of the Court's "dimmer lights"). Yet Kluger is ambivalent about whether the Court in 1954 was right to overturn even a decision as flawed as *Plessy* in the dogmatic way which it did; and indeed he admits that the price which had to be paid for the new simplicity of the *Brown* verdict was a "loss of persuasiveness and judicial authority".

The problem of judicial authority became all the more intractable in succeeding years as *de facto* segregation in Northern cities came to be seen as the primary obstacle to an integrated and just society. According to Kluger (who unfortunately devotes only one chapter to the problems which arose after 1954) by 1972, 46.3 per cent of the black children in the eleven Southern states were in schools where the majority of children were white. In the rest of the country, however, the grim cycle of inner city decline and the flight of whites to the suburbs had left its mark: outside the South and the border states only 28.3 per cent of negro children were attending schools with a white majority intake.

Initially it seemed as if the Supreme Court would push the logic of *Brown* to its limit and tackle *de facto* segregation as it had coped with official discriminatory action. Armed with the remedy of busing, it did indeed in 1973 order that Detroit's minority black population be equally distributed throughout the district catchment area. But that in a sense represented the high water mark of judicial innovation and since then the courts have been careful to define the limits to which they will go to monitor integration to ensure substantial equality of expenditures on pupils within a state and to achieve integration in the absence of a clear intention to discriminate. Thus the Court in 1974 refused, in a case called *Milliken v Bradley*, to cross the district line of metropolitan Detroit to find enough whites to make a reality for equal treatment for the city's black population. Thurgood Marshall, who argued the *Brown* brief before the Court he was later to grace and who is in many ways the hero of Kluger's epic, saw the Detroit case as a large step backwards in the move towards constitutional equality.

Kluger's own comment seems similarly gloomy: "By the mid-seventies, encouraged by the Court's liberating suburbia of any obligation to share its wealth and classrooms with nearby urban blacks, the white exodus from cities of every size... was turning into a geyser. The very concept of school integration was thus being severely impeded by a new generation of massive residential segregation beyond apparent reach of the law." In fact Kluger's analysis does not end on quite such a dispiriting note. For what he emphasizes is the extent to which judicial remedies, and indeed civil rights litigation, has been supplemented by other means of forwarding black participation in American society. Kluger and Blair both stress the manner in which blacks have used their political strength since the mid-1960s. Thus, although they have become "ghettoized" by white migration, many American cities now have black mayors as well as a host of other black public officials. And of course both feel constrained to mention the rise of black culture—from the Afro hairstyle to Aretha Franklin and soul music.

Indeed Blair sees the "dominant trend" in contemporary black evaluations of the situation as a multi-faceted progress on the constitutional, political and cultural

fronts so that the negro can participate like other ethnic groups in the competitive pluralism of American society. Blair, however, does not feel that these "new black politics", personified by Julian Bond and Richard Hatcher, can really be radical enough to compensate for the multiple disadvantages from which the negro suffers in his attempt to get "a piece of the action". Ultimately both Kluger and Blair seem to conclude that without a massive redistribution of resources

to the black cities, further constitutional and political advance will do little to end the condition of the majority of blacks or allow them to take advantage of the opportunities opened up since 1954. But that in turn would demand a massive revolution in American values and a recognition that if stateways can not change folkways overnight they should at least try. In the meantime, anyone interested in the complex problems of racial disadvantage could benefit from reading these books.

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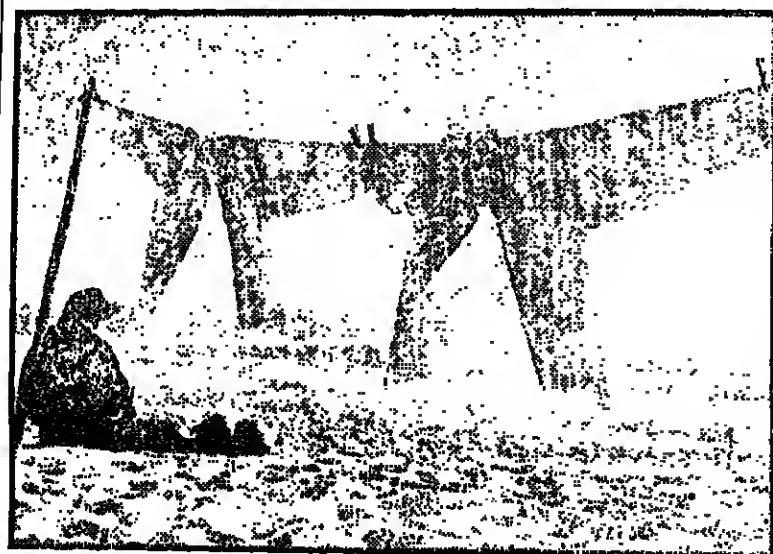
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Still slumbering in the sun.

continued from page 33

Estoril, or perhaps the beautiful fishing village of Sesimbra, are within easy reach. Lisbon clusters around the grandeur of Black Horse Square, below the bulk of St George's Castle, and on the shores of the wide mouth of the River Tagus—now spanned by a huge suspension bridge with a statue of Christ, similar to the one in Rio de Janeiro, dominating the southern shore. Free of industrial development, it is a clean city, with a big range of hotels and restaurants to choose from and superb shopping (look out for baguette in leather goods, glassware and ceramics).

Because it is centrally situated, Lisbon or one of the nearby resorts is the best base for any tour of Portugal. On the north and the Algarve in the south are both within a day's drive, but most visitors will prefer to take things a little more easily and see something of the countryside.

For me, it was the crowning moment of many visits to Portugal. And I noticed that it even brought tears to grandpa's eyes. But that may have been because he thought he was going to have to stay for more than two or three

nights and advance booking is essential.

Using the "pousadas" as a base, I have toured happily in Portugal in recent years with children. But the Algarve is still a first choice with my family—except perhaps for grandpa.

We went along to that little back street bar and restaurant in Carvalhosa on Friday night. The grilled sardines were delicious, but for a while it looked as though grandpa was going to be right about the music. The sole entertainer was an adolescent youth who sang tunelessly and played the guitar equally tunelessly into some immense amplifying equipment which threatened to blow every fuse in the place.

The audience grew restless, and then there happened one of those unrelenting moments which can make a holiday in Portugal truly memorable. At one of the tables a woman began to sing, and did so with the clear, confident, powerful and dramatic self-assurance of a true fado singer. We applauded the guitarist and listened, entranced, to an unrelaxed and spontaneous half-hour's entertainment from this woman—a professional singer on holiday.

For me it was the crowning moment of many visits to Portugal. And I noticed that it even brought tears to grandpa's eyes. But that may have been because he thought he was going to have to stay for more than two or three

Portuguese National Tourist Office, New Bond Street House, 1-5 New Bond Street, London W1T 7ET. 01-491 3573.

The Bank of France and a school in Nottinghamshire have founded an unusual holiday scheme. Described by Ralph Brooke

**EXCHANGE RATE**

In 1972, thanks to the good offices of the Central Bureau for Educational Visits and Exchanges, I found myself in "Le Lot" with a group of my pupils and students spending a pleasant fortnight at the Collège d'Enseignement Général at Lacapelle-Marival.

The subsequent visit by a party of French children from the region in Nottinghamshire led to information revealing my deputy from the mother of one of the students, an employee of the Bank of France, that the bank was anxious to find means of extending their leisure services to other European countries.

A letter confirmed that the bank was indeed interested and at Easter 1973 children of employees of the Bank of France, in France, the Bank of England, and the Bank of Scotland, were to be taken to the bank's holiday centre at Concarnau, in Brittany.

I visited them there and in the company of the officials of the bank, a day which included visits to Carnac and the Gulf of Morbihan and ended with dinner at 10 o'clock at Vannes. I was able to find out what the bank was looking for and to make promises about what I could do to make further contacts.

I offered to write to *The Times Educational Supplement*, and the letter, published in September 1973, led to contacts between the bank and the Cambridgeshire education authority and a school in Birmingham.

The following year our French visitors had the opportunity to use the National Water Sports Centre at Holme Pierrepont, near Nottingham, on a residential basis, for five days as we were joining in our annual camp at Conisbrough.

The Comité Central d'Entreprises is a complex kind of welfare state within the bank's organization and the leisure services section is only one of its departments. Even so, they run throughout the year, sporting holidays in the Alps, Chamonix, Embrun and Cravon, in the Dordogne, at Giverny, in Brittany at Concarnau, in Normandy at the Chateau de Bayeux, in the Basque Alps at Aldudes, in the Pyrenees at Lannepoul, and in the south of France at Gordes and from time to

time lease other centres throughout France and in Corsica.

As in all exchanges, there are and have been numerous problems. The bank's centres are geared very much to sporting activities, often of a kind that British students have not much chance of pursuing, like skiing but, speaking from my own personal experience of visits to Concarnau and Muzillac and to the school camp in the Lake District which we have thrown down for the past four years to parties from the bank, the advantages of continual life and of encountering the new generation of Europeans to get to know each other, far outweigh the disadvantages.

As is usually the case with all exchange schemes, the group exchanges have been followed up by individual exchanges, sometimes fairly lengthy and certainly involving contacts with many different parts of France.

An indication of the success of the scheme, once it was off the ground, came in the demands from the bank for more and more places. I have tried by all means possible to help them.

Among other things, I saw my own director of education, Mr J. A. Stone, who gave his enthusiastic support to a scheme to open agricultural colleges in the summer of 1974 to a party of French children, and in return sent a party, drawn from all over the country, to Embrun. This past year a further centre in the country, at Ordisol, Hail, has been opened, and again,

although there have been problems, on both sides there is an earnest desire for the exchanges not only to continue but to be increased.

I doubt if we have anything in this country comparable with the bank's centres, where, although conditions are sometimes basic, the number of activities offered quite outstanding. They generally include skiing, often all the year round, horse-riding, sailing, climbing, canoeing, punting, swimming, cycling, lightweight canoeing in the mountains, and the organization, with safety help of paramount importance, is first class. Medical services are available and daily reports are sent to the director in Paris.

The latest development is that my former deputy, Mr R. A. Moore, is now in headmaster in France and having already been visited by officials of the bank is planning the involvement of his own school in these exchanges.

The bank is still anxious to find more places for its young people in Great Britain and anyone who is in a position to negotiate exchanges the prerequisite being that groups should be of around 30, is invited to write to: Monsieur Jacques Baudry, Chef de Section Loisirs, Comité Central d'Entreprises, Banque de France, 31 Rue Radziwille, 75001 Paris, France.

I am also willing to answer what questions I can.

Ralph Brooke is head of the Joseph Whitaker School, Nottinghamshire.



A new generation of Europeans getting to know each other at Conisbrough.

**WITH FIVE STAR CARE**

Diane Spencer on winter holidays for handicapped children and adults

"Ours is a hotel with a difference, but we try to keep that difference as discrete as possible." That was how Mr Neville Simpson, manager of Colwall Court, Bexhill, Sussex, described his hotel which provides holidays for handicapped children all the year round.

"We try to run a five star hotel with a fully qualified chef and catering staff but we also have trained people to care for the children. Mums need to be reassured that their children will be well looked after", he said.

The hotel, a large house built in the 1930s with enough beds for 18 children, is a quiet retreat from the sea. It was opened in 1959 by the Stars Organisation for Spastics and is run by a management committee of slow business personalities.

Leslie Crowther, the comedian, is the present chairman. He and Peggy Cummins, the actress, who was the previous chairman, drop in frequently. Mrs Simpson said, "You should see this room at Christmas—it is piled high with presents—the kids get thoroughly spoiled, but it's worth it."

Like any other hotel that never closes, Colwall Court is full from April to September; but apart from Christmas, it has a slack winter season. This year it is amusing its big sisters in the business by mov-

ing into the "bargain break" holiday trade, albeit in a small way.

Last November Colwall Court organized one week's holiday with the theme "Through a Lens and 1066 and all that". The children, armed with cameras, some had their own, others were borrowed from photographer Jim Berryman, followed in the footsteps of William the Conqueror from where he landed at Normandy Bay, to his camp at Ninfield and on to Battle, where he met Harold.

The evening was devoted to developing and printing, and a competition on the last night decided the best picture.

But the guests were not expected to spend all their time in writhy activity. The hotel has a small, but varied, covered swimming pool at the end of the wide-lawned garden. Mr Simpson said it costs a fortune to run but it is in constant use.

For really lazy guests there is a comfortable lounge with colour television; but the manager said he liked to encourage the children to do something more creative during the day such as painting or clay modelling in the sun lounge overlooking the garden.

In December there followed a week of theatre and entertainment which exploited the talents of the

SOS. Cyril Fletcher, Tim Rice and Steve Fennell, a television stunt man, were among those who gave talks and shows for the guests. This week was fully booked and included some adults as well as children.

Three other hotels run by the Spastics Society, the Garwood, in Baginbun, the Bedfont, in Clifton, and the Chiltern House in Oxford, also run bargain breaks for handicapped people. Each hotel had a different activity in offer.

At Garwood visitors had a winter holiday in November with racing at Fontwell Park and Bognor every day for seasoned gamblers. There might still be a chance to study archaeology or do brass rubbing or the beginning of, or fishing at the end of February. At the Bedfont there will be a painting break from February 13 to 18 with visits to local galleries and the Constable country near by.

Unfortunately, the breaks are now never in Chiltern House; but next winter the society intends to offer more bargain breaks following their successful debut this winter.

Costs varied from £24.50 in £45 and detailed forms must be filled in to ensure that every guest is well cared for, whatever his disability.

The Spastics Society, Centres Department, 12 Park Crescent, London W1N 4EQ.

**THE LITTLE TRAINS OF WALES**

By Tony Heath

There is some justification for Wales's claim that the birth of the steam-powered railway engine cannot be attributed solely to George Stephenson's 1825 locomotive, the famous Rocket, an engine designed by another legendary engineer, Richard Trevithick, was building roads for the iron works of Merthyr Tydfil.

The impact of the railways on Wales in the past century was enormous, with the roads hitherto inaccessible being opened up and the new means of transport being employed to take the Principality's two primary products—coal, in the valleys of the south, and slate, in the mountains of the north—west-down to the ports.

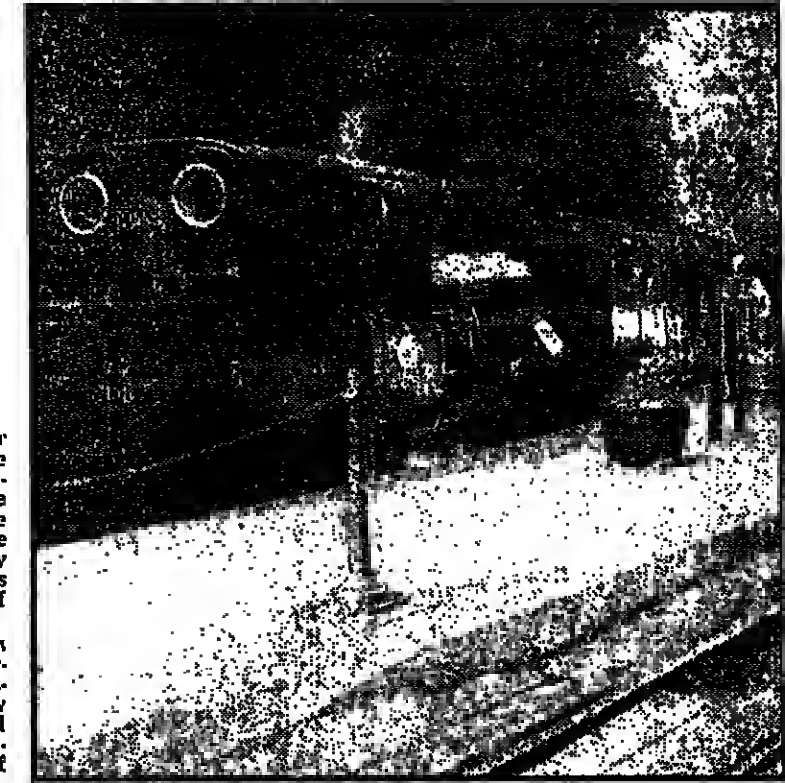
Perhaps it is natural that today the age of steam lives on in Wales. It does so in a manner that attracts thousands of visitors from all over Britain and beyond—the army of steam enthusiasts who assemble in the villages of Aberystwyth, 71 miles inland.

This line, too, owes much to the work of volunteers who not only saved it from closure but also created a fascinating narrow gauge railway museum at Tywyn. A feature of the route is the fine viaduct at Dolgellau station, a popular alighting point from where there are excellent walks past three waterfalls in a wooded gorge.

Bridal Rail is represented among the narrow gauge lines of Wales with the Vale of Rhedol Railway. The last operational link British Rail has with the age of steam, the line starts at Aberystwyth and climbs 12 miles through glorious scenery—a mixture of broad river valley, precipitous and wooded mountainside, and the open moorland of Plynlimon—6½ Devil's Bridge.

The line, opened in 1902, seems to have been the only "little railway" in Wales built for tourist traffic, and it remains one of the attractions of Aberystwyth, a resort and university town in the centre of the broadest of the Cardigan Bay.

The Welshpool and Llanfair Railway runs through lush country in the border territory of Powys. Built early in the century to carry villagers and their produce to market at Welshpool, it fell into dis-



Tyghwyl station, high in the mountains, on the Festiniog narrow gauge railway.

Photo: Dorothea Heath

little trains, has at some time faced the threat of closure. However, it has managed to stay in continuous operation since 1865, linking the Cardigan Bay resort of Tywyn in the village of Aberystwyth, 71 miles inland.

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onslought of the internal combustion engine.

The last passenger train clattered the eight miles in 1953, although freight continued to be hauled for another quarter of a century. However, in 1959, enthusiasts succeeded in re-opening the line from British Rail and today two of the locomotives built for the opening in 1903—"The Earl" and "The Countess"—are still in service chugging loads of summer visitors along the peaceful valley of the River Banwy.

Snowdon is a focus for visitors to Wales and those unable or unwilling to climb to the cool summit—at 3560ft the highest peak in England and Wales—can take a train. The Snowdon Mountain Railway literally claws its way to the top, for the Swiss-made engines, manufactured 80 years ago, work on the rack-and-pinion principle.

The journey from Llanberis to the station just below the summit, which takes an hour.

At the foot of Snowdon the Llanberis Lake Railway skirts the hanging lake of Llyn Padarn. At one end of the two-mile track is a museum devoted to quarrying, a reminder that this line, too, follows the route of an old slate-carrying railway. Halfway along the lakeside is Gell Lydan, a beautiful picnic site where travellers can break their journeys.

Another lakeside little train follows a section of the old Great Western Railway by the side of Llyn Tegid, near Bala, the largest natural lake in Wales. continued on page 36

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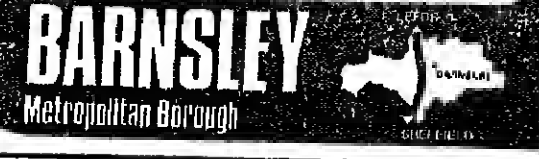


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3. **TEACHER OF PHYSICS**, (Scale 2) Capable of teaching the subject to 'A' level. An interest in project technology would be welcome. There are excellent facilities in a new science block.  
Apply by letter to the Headteachers giving full curriculum vitae and two referees, immediately.



**MILDENHALL UPPER SCHOOL**  
Required for September, 1978, for this new 13-18 comprehensive upper school in its third year of growth, with 950 on roll.  
**DIRECTOR OF SIXTH FORM**  
(Senior Teacher Scale)  
To start one year in advance of the sixth form which will begin in September, 1979.  
**HEAD OF NEW INTAKE YEAR**  
(Scale 4)  
**HEAD OF BUSINESS STUDIES**  
(Scale 3)  
**TEACHER OF MATHEMATICS**  
(Scale 2)  
**TEACHER OF ENGLISH**  
(Scale 2)  
Further details and application forms (stamped addressed foolscap envelope please) from the Headmaster, Mildenhall Upper School, Bury Road, Mildenhall, Suffolk. Closing date: Monday, January 23, 1978.  
**Suffolk County Council**

**METROPOLITAN BOROUGH OF STOCKPORT**  
**SECONDARY**  
Required for 1st May, 1978, or earlier if possible.  
Hartley Road, (Alders) High School, Romiley  
**HEADTEACHER (Ref. 599/78)**  
Group 9  
Applications from experienced teachers for this High School which was re-opened as a four-form entry educational comprehensive school for pupils of 11-18 years, in September, 1977. The present Headteacher has agreed to continue in an acting capacity until an appointment is made. There are currently 632 pupils (572 girls and 60 boys) on roll including 116 in the 6th Form. Provision for 1978 will be increased to 650.  
Application forms from, and in the returned to, the Director of Education, Town Hall, Stockport.  
Required for the commencement of the Summer Term, 1978.  
Reddish Vale School, Reddish Vale Road, Reddish  
**DEPUTY HEADTEACHER (Ref. 602/78)**  
Group 11  
Deputy Headteacher (curriculum) for Easter, 1978, at this well established 11 to 18 mixed comprehensive school. Vacancy has arisen due to a promotion. The post involves responsibility for organisation and policy making in the subject area as well as a share in the day-to-day running of the school.  
Required for the commencement of the Summer Term, 1978.  
Priestnall School, Priestnall Road, Heaton Mersey  
**TEACHER OF MUSIC (Ref. 600/78)**  
Scale 2  
To assist with music throughout the school. Courses leading to C.S.E. 'O' and 'A' level are established and used. As well as an interest in choral work and accompaniment, ability to take recorder and recorder groups is needed.  
A Scale 2 post is available for a suitably qualified and experienced candidate.  
Readvertisment  
Required for 20th January, 1978, until 29th May, 1978.  
Merle Hall High School, Hill Top Drive, Marple  
**SUPPLY TEACHER (Ref. 587/78)**  
Scale 1  
To work in the European Studies Department within the language faculties. All pupils in the first two years follow a course in European studies as a supplement to their modern language. (French or German). About a third continue with European studies as an alternative to a second language option in the third year, and some of these are pursuing the subject to C.S.E. Mode III at the end of the Fifth form.  
Application form to be returned to the Headteacher by the 20th January, 1978, STAP.  
Application forms and further information from the Headteacher (quoting reference) and return to the Headteacher by the 27th January, 1978. (Where otherwise stated). If you require an information envelope, a S.A.E.

**HERTFORDSHIRE COUNTY COUNCIL**  
**STEVINGAGE DIVISION**  
**STEVENAGE HILLS SCHOOL**  
Valley Road, Stevenage, Herts. SG1 1AA.  
Required for April or September, 1978.  
1. **TEACHER OF PHYSICS** (Scale 2.2) Capable of teaching the subject to 'A' level. An interest in project technology would be welcome. There are excellent facilities in a new science block.  
Apply by letter to the Headteachers giving full curriculum vitae and two referees, immediately.

**THAFFORD**  
Metropolitan Borough of Thafford, Leicestershire.  
Required for September, 1978.  
1. **TEACHER OF PHYSICS** (Scale 2.2) Capable of teaching the subject to 'A' level. An interest in project technology would be welcome. There are excellent facilities in a new science block.  
Apply by letter to the Headteachers giving full curriculum vitae and two referees, immediately.

**WALTHAM FOREST**  
Metropolitan Borough of Waltham Forest, Essex.  
Required for September, 1978.  
1. **TEACHER OF PHYSICS** (Scale 2.2) Capable of teaching the subject to 'A' level. An interest in project technology would be welcome. There are excellent facilities in a new science block.  
Apply by letter to the Headteachers giving full curriculum vitae and two referees, immediately.

**BRADFORD (City of)**  
Metropolitan Borough of Bradford, West Yorkshire.  
Required for September, 1978.  
1. **TEACHER OF PHYSICS** (Scale 2.2) Capable of teaching the subject to 'A' level. An interest in project technology would be welcome. There are excellent facilities in a new science block.  
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**NOTTINGHAMSHIRE COUNTY COUNCIL**  
**EDUCATION DEPARTMENT**  
Applications are invited from suitably qualified teachers for the post of **HEADTEACHER** of this mixed 11-18 comprehensive school which serves the community of Nottingham. Large secondary are currently being built at the school which will provide ample accommodation and a wide range of facilities.  
Applicants should send curriculum vitae, including details of salary and references, to the Education Officer, 50 Huddersfield Road, Barnsley, by 27th January. (S.A.E. please.)

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County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools.  
**11-16 SCHOOLS**  
**DEPUTY HEAD**  
OMESBY SCHOOL (GROUP 12) (Roll 645), Blackwith Close, Northfield, Middlesbrough, Cleveland TS6 8RD.  
(Tel: East Ebor 89845)  
Applications are invited from suitably qualified and experienced teachers for the post of **DEPUTY HEAD** of this mixed 11-16 comprehensive school. The school is currently in the process of being re-organised and the Deputy Head will be responsible for the day-to-day running of the school. The school is currently in the process of being re-organised and the Deputy Head will be responsible for the day-to-day running of the school. The school is currently in the process of being re-organised and the Deputy Head will be responsible for the day-to-day running of the school.

**SCALE 4-ENGLISH**  
STANLEY SCHOOL (Roll 1,138), Loddia Grove, Middlesbrough, Cleveland TS6 8PB.  
(Tel: Middlesbrough 87867)  
Required for April or September, 1978, a well-qualified and experienced teacher for the post of **SCALE 4-ENGLISH**. Established range of CSE and OCE courses.  
**SCALE 4-MATHEMATICS**  
ST ANTHONY'S SCHOOL (Roll 955), Transome Avenue, Middlesbrough, Cleveland TS6 8PB.  
(Tel: Middlesbrough 342824)  
Required for April, 1978, a well-qualified and experienced teacher for the post of **SCALE 4-MATHEMATICS**. The school offers courses in combined and separate sciences.

SURREY COUNTY COUNCIL

SCALE 1 POSTS

\*FRINGE AREA LONDON ALLOWANCE £150 PA THROUGHOUT THE COUNTY.  
\*Generous relocation expenses in approved cases.  
\*Applications for appointment to County and Secondary Controlled Schools (except Reserved Teachers) should note the Assistant Teachers on Burnham Scale 1 will receive contracts to the service of the County Council with assignment initially to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date.  
**POSTS OF RESPONSIBILITY**  
**13-18 COMPREHENSIVE**  
WOKING, ST. JOHN THE BAPTIST R.C. COMPREHENSIVE SCHOOL  
PHYSICS to 'A' level. Scale 2 post available for experienced candidate. Telephone Woking 67442.  
**12-18 COMPREHENSIVE**  
CAMBERLEY, COLLINGWOOD COUNTY SECONDARY SCHOOL  
ART, Scale 2. To be second in charge of Department. Telephone Camberley 54048.  
**12-16 COMPREHENSIVE**  
ASHFORD, ABBOTSFORD COUNTY SECONDARY  
FOREIGN LANGUAGES. To take charge of Foreign Languages within the Faculty of Communication. French with some Spanish or German preferred. Scale 3. Telephone Ashford 43624.  
**CRANLEIGH, GLEBELANDS COUNTY SECONDARY**  
Head of HISTORY. Scale 3. Able to offer 'Twentieth Century World History'. Telephone Cranleigh 6248.

**FARNHAM, WEYDON COUNTY SECONDARY**  
SENIOR TEACHER. Head of Lower School concerned with general welfare of pupils in 12-14 age range. Telephone Farnham 25052.  
**HASLEMERE, WOOLMER HILL COUNTY SECONDARY**  
Head of Department. GIRLS' PE AND GAMES. Scale 2. Telephone Haslemere 2748.  
**SIXTH-FORM COLLEGES**  
**SUNBURY COLLEGE**  
MATHEMATICS. To teach 'O' and 'A' levels and CEE. Scale 2 Post for suitable applicant. Telephone Sunbury 82844.  
**SCALE 1 POSTS**  
**12-18 COMPREHENSIVE**  
EFFINGHAM, HOWARD OF EFFINGHAM MUSIC to CSE and 'O' level. To help with development of Choral and Orchestra. Telephone: Bookham 58864.

GUILDFORD, PARK BARN COUNTY SECONDARY

SCALE 1 POSTS

FRENCH throughout the school. German an asset. Telephone Guildford 67667.  
**HERSHAM, RYDENS SCHOOL**  
BOYS' CRAFT. To teach Technical Drawing. MATHEMATICS. 8MP courses to 'O' level. Telephone Wotton on Thames 42864.  
**12-16 COMPREHENSIVE**  
ASHFORD, ABBOTSFORD COUNTY SECONDARY  
ENGLISH. Two posts available. Telephone Ashford 43624.  
**ESHER, WAYNEFLEET SCHOOL**  
BUSINESS STUDIES. To teach Commerce, Office Studies and Typing. To prepare pupils for 'O' level, CSE and RSA. Possible Scale 2 post for suitable applicant. Telephone Esher 83473.  
**MYTCHETT, ROBERT HAINING COUNTY SECONDARY**  
(1) MATHEMATICS. (2) CRAFT AND TECHNOLOGY. Telephone Farnborough 44976.  
**SHEPPERTON, THAMESMEAD COUNTY SECONDARY**  
MATHEMATICS. 8MP to 'O' level. Telephone Wotton on Thames 27078.  
**STAINES, MATTHEW ARNOLD COUNTY SECONDARY**  
ENGLISH. Temporary post for Spring and Summer Terms, 1978. Telephone Staines 67276.

**SUNBURY, CARDINAL GODFREY R.C. SECONDARY BOYS' SCHOOL**  
MUSIC. To take Music to CSE and 'O' level. The school has excellent facilities for the subject. Telephone Sunbury 89847.  
**SUNBURY, KENYNGTON MANOR COMPREHENSIVE**  
ENGLISH. To teach throughout the school leading to pupils taking Public examinations. Interest in drama an advantage. With interest in Team Teaching within the Humanities Department. Opportunity of teaching the 'O' level and CSE. Telephone Sunbury 82410.  
**WEYBRIDGE, HEATHSIDE SCHOOL**  
MATHEMATICS. To teach throughout the school. DESIGN DEPARTMENT. Assistant for Established Design Department able to work with Woodwork and Metalwork fields.  
GERMAN. To teach throughout the school together with some French. Telephone Weybridge 45182.  
FURTHER DETAILS AVAILABLE FROM THE HEAD WHERE THE TELEPHONE NUMBER IS SHOWN.  
Application forms available on receipt of a stamped, addressed, foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames, KT1 2DQ. STAP applications accepted for Scale 1 posts only. The Authority will not be advertising every individual Scale 1 post; but a complete list of all vacancies will be sent on receipt by the County Education Officer of a stamped, addressed, foolscap envelope.







Please send self-addressed foolscap envelope for application forms and further details to the Education Officer, RO/TS10, County Hall, London SE1 7PB. Closing date for return of completed application forms, 3 February. Please state for which year you are applying.



















# INDUSTRIAL TRAINING

## EGYPT

### CONSULTANCIES £800-£1000 Per Month

British Council and the Construction Industry Training Board are assisting the Ministry of Housing and Reconstruction Cairo with industrial training. Consultant instructors are required in the following trades to establish a model instructor training centre in Egypt:

**Carpentry/Joinery**  
**Trowel Trades**  
**Plumbing/Metal Work**

The primary role will be assisting in preparing Egyptian instructors for work at Instructor Training Centres and in particular ensuring that their trade skills are of the required standard. Requirements for these consultancies are therefore sound trade skills and knowledge acquired over a number of years and instructional experience. Overseas experience an advantage.

Appointments will be with the British Council for a period of six months, starting early in 1978. Consultancy fees will be £800 a month negotiable and, where appropriate, employers will be approached with a view to securing. In addition free single furnished accommodation and subsistence will be provided, and passages paid for.

Please write for an application form and further information to:  
Personal Department, CITB, Rednor House, London Road, Northbury SW16 4EL  
quoting EGY and enclosing unstamped self-addressed envelope.

**CITE**

The Construction Industry Training Board

## YOUTH AND COMMUNITY SERVICE continued

### KENT COUNTY COUNCIL

#### YOUTH AND COMMUNITY SERVICE continued

##### QUARTERS DIVISION

###### BOUNCEFIELD SCHOOL

###### BOUNCEFIELD SCHOOL

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LONDON, 8.12.77  
The London Borough of Barnet is seeking applications for the post of Assistant to the Training and Development Officer. The successful candidate will be responsible for the training and development of staff in the Borough. The post is a full-time position and the salary is £4,524-£5,100 plus supplements totalling £501.

There is a new appointment to help the Youth and Community Service Training and Development Officer in his work with the community. The District Council has recently set up a Youth and Community Service Training and Development Officer. The successful candidate will be responsible for the training and development of staff in the Borough. The post is a full-time position and the salary is £4,524-£5,100 plus supplements totalling £501.

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**YOUTH AND COMMUNITY SERVICE**  
Assistant to the Training and Development Officer  
J.N.C. 46: £4,524-£5,100 plus supplements totalling £501

There is a new appointment to help the Youth and Community Service Training and Development Officer in his work with the community. The District Council has recently set up a Youth and Community Service Training and Development Officer. The successful candidate will be responsible for the training and development of staff in the Borough. The post is a full-time position and the salary is £4,524-£5,100 plus supplements totalling £501.

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**YOUTH AND COMMUNITY SERVICE**  
continued

LONDON, 8.12.77  
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**NUCLEAIRE - France**  
Nous sommes une France une puissante Société d'ingénierie nucléaire liée à un groupe très important. Nous recherchons pour la préparation de dossiers techniques à transmettre à nos clients des UNIVERSITAIRES parfaitement bilingues français-anglais, familiarisés aux techniques du domaine nucléaire, électrique, métallurgique ou mécanique. Il est offert aux TRADUCTEURS que nous recherchons un salaire lié à leurs compétences. Lieu de travail: PARIS ou REGION BOURGOGNE. Nous aimerions rencontrer des candidats disponibles assez rapidement et nous attendons leur lettre de candidature en français, transmise sous référence 5670 à Pierre LICHAU S.A. 10, rue de Louvois 75003 Paris cedex 02 qui nous les transmettra.

Les interviews auront lieu à Londres ou à Paris.

**MINISTRY OF DEFENCE**  
Service Children's Education Authority  
**General Adviser**  
Applications are invited for the post of General Educational Adviser with the British Families Education Service (North-Western Europe). The successful candidate, in addition to involvement in the promotion of In-School Education and Curriculum Development, will have pastoral responsibility for a group of schools and will provide special expertise in a phase of education (Primary, Middle or Secondary) and an area of the curriculum. Applicants should have relevant teaching experience at a senior level in schools and, preferably, have a background in Advisory work. The appointment is supernumerary under the Principals Civil Service Pension Scheme which is non-contributory. Transfer arrangements between this and most other superannuation schemes exist.

The salary scale, taking into account the non-contributory Superannuation Scheme, is the scaled Soutbury Scale, namely, £5,000 to £5,500, plus the Supplement of £312 and £180 and an abated London Allowance of £378. A tax-free Foreign Service Allowance is also paid. The engagement will be for three years.

Forms of application together with further information may be obtained from the Ministry of Defence, CM(8)4(1), Room 339, Leeson House, Theobalds Road, London WC1X 8RY (reference AW/1440). Closing date January 31, 1978.

**MINISTRY OF DEFENCE**  
Headship (Group 5)  
Clive First School in Federal Republic of Germany for April 1978  
Applications are invited from appropriately qualified and experienced teachers for the Headship of this Group 5 First School, which is located at Osnabrück in the Federal Republic of Germany. The Service Children's Schools cater for the families of British servicemen and sponsored children temporarily absent from the United Kingdom.

SALARY is in accordance with the current German scale. In addition the 1976 Pay Supplement of £312 per annum and the 1977 Pay Supplement of £180 per annum plus the London Allowance of £378 per annum, is payable. FOREIGN SERVICE ALLOWANCE - tax-free allowance is payable. SUPERANNUATION - normal rights are safeguarded. ACCOMMODATION is real free or an allowance towards the rent is payable. DURATION OF ENGAGEMENT is for a period of three years. All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in Service Children's Schools abroad after the age of 40 and, therefore, the preferred age is under 47 years at the commencement of the engagement. Requests for application forms should be made on a postcard 19.

Ministry of Defence  
CM(8)4L, Room 343  
Leeson House  
Theobalds Road, London  
WC1X 8RY  
or by telephone on 01-430 6654 or 01-430 6657  
The closing date for completed application forms is 31 January, 1978.

**SCA**

**SCA**

**TEACHING ENGLISH IN MUNICH**  
We require teachers of English

as a foreign language from August 15, 1978. Applicants for these posts must be holders of British nationality, aged up to 30, possess a teaching qualification, and speak standard English. We are particularly interested in receiving applications from modern-linguaggio graduates. Teaching is mainly to small groups of adults with emphasis on modern-language teaching techniques and aids. The post carries a basic tax-free salary of DM1,650 per month. There are seven weeks' paid holiday a year. The journey to Munich is assisted. Successful candidates will be offered a contract for 12 months, renewable for a further year. Applicants are asked to send a curriculum vitae and a recent photograph to: CAMBRIDGE INSTITUT, Hildegardestrasse 8, 8000 München 22. Telephone: 089 221150.

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# MALAWI POLYTECHNIC

## Board of Governors

A constituent College of the University of Malawi, situated between Blantyre and Limbe, the Polytechnic offers three-year full-time post school Certificate University Diploma courses in Engineering and other disciplines and a variety of full-time, block release and sandwich courses at craft and technician level under a separate Board of Governors.

Applications are invited from candidates with a minimum of CGLI, F.T.C. at least five years' relevant industrial experience and, preferably, teaching qualifications and experience, for the following vacancies in the Department of Engineering to teach University Diploma students and CGLI craft and technician level courses.

to teach to Part II of CGLI Mechanical Engineering Technician course and trade courses which equate to CGLI craft level, alternatively, to teach to Part II CGLI Maintenance and Factory Services.

to teach to Part II of CGLI Telecommunications course and co-operate closely with the Malawi Post Office and related bodies.











## EAST MIDLAND REGIONAL EXAMINATIONS BOARD

### WEST MIDLANDS EXAMINATIONS BOARD

#### CERTIFICATE OF SECONDARY EDUCATION

##### Appointments of

## RESEARCH OFFICER

Applications are invited for the above post, which is to be a newly established post, to be filled by 1st May, 1978. The Board is looking for a person with suitable academic qualifications (preferably a degree in Mathematics or Statistics), together with adequate experience in educational research (preferably in the field of examinations) and some teaching experience. Conditions of Service will be those of the National Joint Council for Local Authority Staff and the post will be supernumerary. Salary will be within the P.O. 1 range (points 1-5) which currently is £5,205-£5,770 (inclusive of supplements). The Research Officer will be based on either Birmingham or Nottingham according to circumstances. Full details and application forms may be obtained from The Secretary, West Midlands Examinations Board, Norfolk House, Smallbrook, Queensway, Birmingham B5 4NJ. Completed application forms must be returned by 31st January, 1978.

## ASSISTANT MASTERS ASSOCIATION

### APPOINTMENT OF

## GENERAL SECRETARY

Mr. A. W. S. Hutchings, C.B.E., M.A., GENERAL SECRETARY of the Assistant Masters Association, will be retiring on December 31st, 1978. Applications are invited for this post, the successful applicant to take office from a date to be arranged. The GENERAL SECRETARY will be responsible for organising the work of the Assistant Masters Association. The post is permanent and salary will be on the scale £10,000-£10,600. Teaching experience and evidence of involvement in the activities of a teachers' organisation or similar educational experience will be a strong recommendation. Applications are required on or before February 28, 1978. Interested applicants should in the first place write to the Assistant Masters Association, Gordon House, 29 Gordon Square, London WC1H 0DP. For further details, marking the envelope APPLICATIONS-PRIVATE.

## BRITISH FILM INSTITUTE

### HEAD OF EDUCATIONAL ADVISORY SERVICE

The Educational Advisory Service is the Institute's principal point of contact with organised education at all levels. Its activities include advising teachers, and helping to construct and arrange curriculum teaching projects, producing study materials and publications, and providing a lecture service. The Head of Department is responsible for managing and developing these activities, and is a member of the Institute's Executive. It is intended that the research element will be added to the work of the department, and the Head of Department will have overall responsibility for establishing research arrangements and orientations. Candidates should have good educational experience, well informed knowledge of current debate in film, television and other media in general, and be capable of organising with experience of general and financial administration.

Starting salary £7,510, on a scale rising to £8,708 (including supplements). Pay review April, 1979. Application forms and further information from Personnel Department, 61 Ouse Street, London W1V 6AA, Tel. 01-437 4358. Closing date February 10, 1978.

## Educational Psychologist

£4,683-£7,458

To work in the School Psychological Service, 80 Geyton Road, Harrow. Applicants (men and women) should have an Honours Degree in Psychology, a Post Graduate qualification in Educational Psychology and suitable qualified teaching experience. A car allowance is payable. Further details available from the Principal Educational Psychologist (Telephone 01-863 6311) with whom arrangements may be made to visit the School Psychological Service. Application form from the Assistant Controller (Marpower Services), London Borough of Harrow, P.O. Box 57, Chio Centre, Harrow, Middx. HA1 2XF, within 14 days.

**Harrow Education**

## ADMINISTRATION

### General continued

### UNIVERSITY OF LONDON

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### EDUCATIONAL PSYCHOLOGIST

Salary £5,100 to £6,600 per annum plus supplement £501 per annum.

For School Psychological Service and Child and Guidance Service. Opportunities to follow and develop special interests and to be a member of a team of professionals in psychology or equivalent, clinical and counselling experience essential. Considerable experience in psychology or equivalent, training in counselling and guidance. For further details, see arrangements clinic visits, phone Mr. Todd, Leic. 2234.

Applications (no forms) with names and addresses, two references to Director of Education, County Hill, Leicestershire, LE3 8RF, by 6th February.

## Psychologist

£3,900 - £6,600 plus up to £520 supplement

Required from 5th March 1978 to act as research officer on an Urban Aid project that will involve research into methods of early identification of disturbed children. It is hoped that concentrated studies of young children will reveal behavioural characteristics which are indicators of anti-social behaviour in their later school careers. In addition to the diagnostic aspects of the work the Officer may be involved in the provision of advice and guidance to parents and teachers. Must possess a degree in Psychology and have sound research experience. Appointment will be for the period of Urban Aid funding i.e. 3 years in the first instance.

Application forms and further details from the Establishment Officer, Town Hall, Barnsley.

Closing date 27th January 1978.

## BARNSELY METROPOLITAN BOROUGH COUNCIL

## COULD YOU TEACH THE ROYAL NAVY A THING OR TWO?

If you have the rare combination of talent, initiative and leadership, you could become an Instructor Officer. As the title implies, you'll be an officer in the Royal Navy. And that means you'll be expected to exercise authority and constantly set an example. Your students could range from new entry ratings to Officers on postgraduate courses. If you haven't taught before, don't worry. We'll train you. At 24 you could be earning £5,078 p.a. You can join on a 5-year Short Career Commission with the option of leaving after 3 years, with a tax-free gratuity of £515 for each year of service. There are also opportunities after 2 years' service to apply for transfer to a longer pensionable commission.

**ROYAL NAVY OFFICER**

Of course, there's much more to life in the Royal Navy than we can tell you about here. So if you'd like to know more about a career as an Instructor Officer and you're between the ages of 21 and 32, with a degree, HND or HNC, or a teaching certificate, fill in this coupon.

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Address \_\_\_\_\_

Qualifications \_\_\_\_\_ Tel. No. \_\_\_\_\_

Signature \_\_\_\_\_

Post to: Lieutenant Commander V.J. Tunstall MA, PhD, MIL, RN, DNOAIF, (P4910E), Room 120, Ripley Block, Old Admiralty Building, London SW1A 2BE.

## THE TIMES EDUCATIONAL SUPPLEMENT 13.1.78

### EXAMINERS continued

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